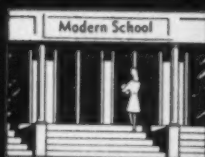


SCHOOL PROGRESS



The Spotlight on Education
Educationally Speaking
Reading, Writing and Arithmetic
C B C School Broadcasts
School Statistics from Toronto
The Windsor Plan
Vancouver Vocational Institute
Fisher Park High School
Canadian Education Association

No. 5

OCTOBER-NOVEMBER

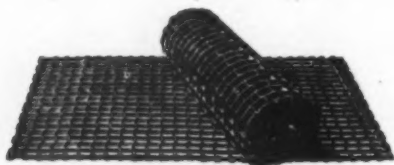
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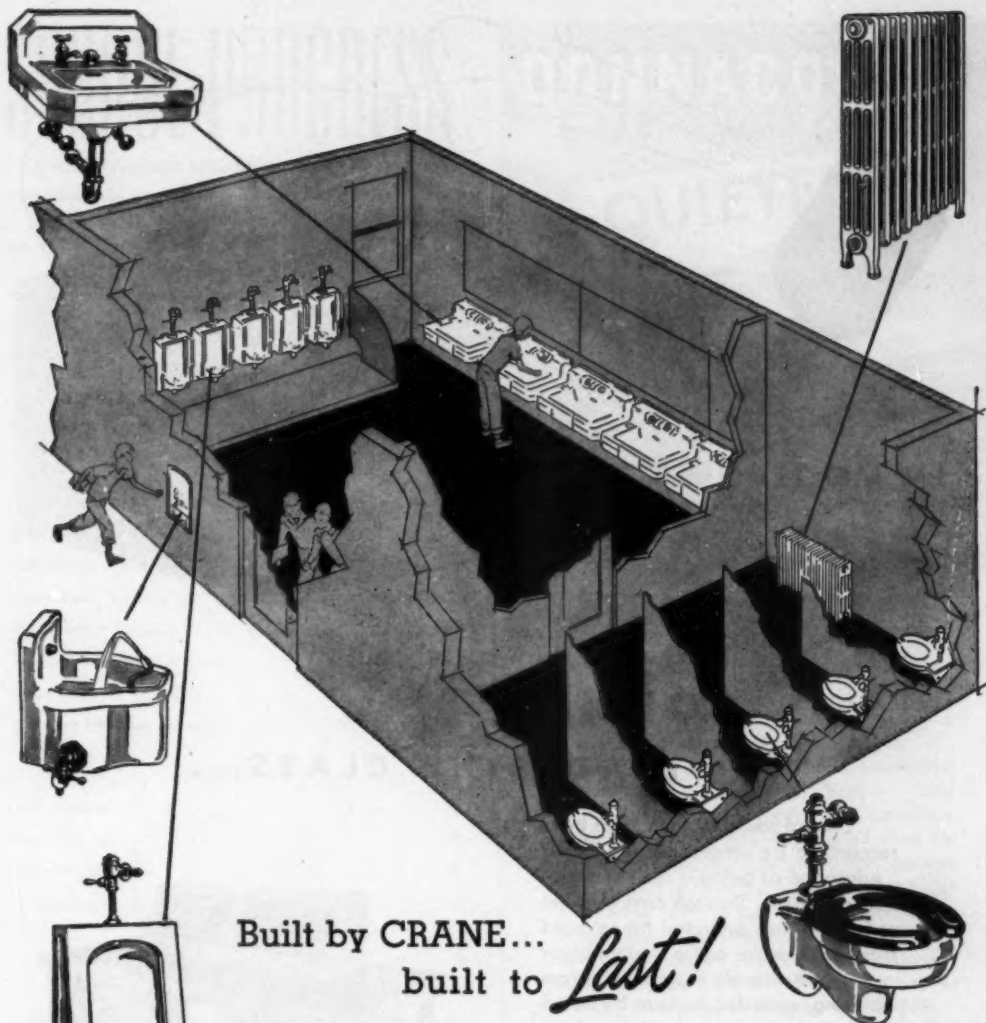
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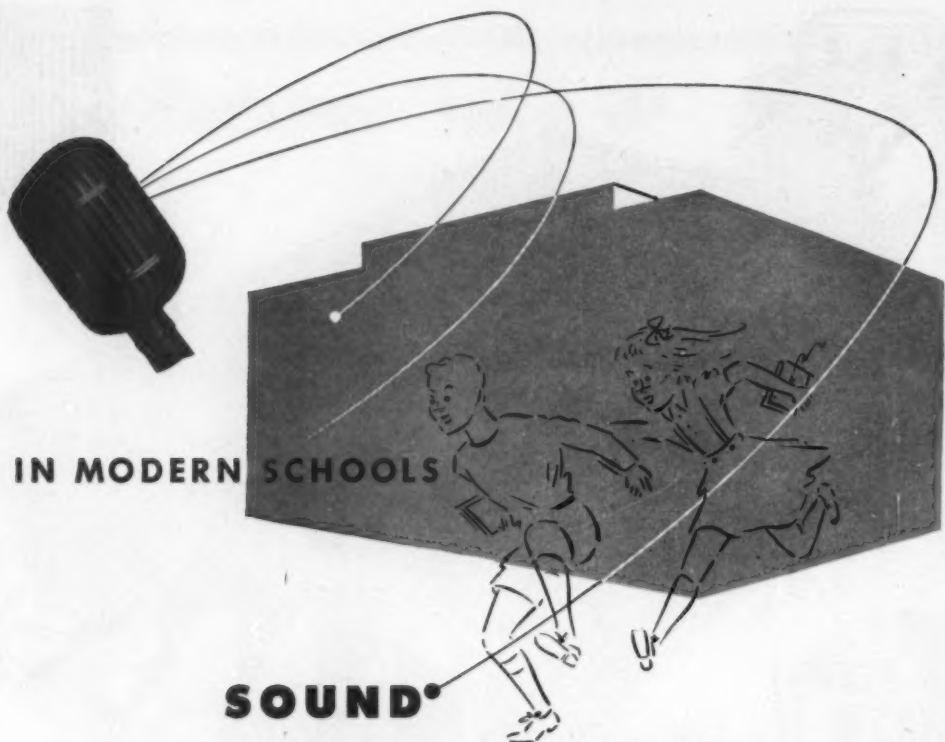
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SCHOOL PROGRESS

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS

Vol. XX

OCTOBER-NOVEMBER, 1951

No. 5

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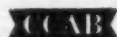
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Although we do not necessarily agree with all statements made in the columns of "School Progress", we believe that they are of sufficient interest and importance to bring to the attention of readers.—The Editor.

Editor Harry F. Coles, B.A.

Editorial and Business Offices 57 Bloor St. West, Toronto, Ont.

SCHOOL PROGRESS is an independent publication, for principals, headmasters, inspectors, school board chairmen, secretaries, business administrators and purchasing agents, building superintendents, school architects, superintendents, secretaries and directors of education, and school supply houses throughout Canada.

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OCTOBER-NOVEMBER, 1951

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Companies with a large maintenance staff use squeegees identical with this because speed and good work *cuts costs . . . protects floors!* These big floor squeegees push the mop water away for easy pickup in a fraction of the time it takes with a mop—and they do a better water-removal job. Your floor dries faster, ready for waxing and use. Also, they can be used for scraping up dried materials.

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Made of heavy 13 gauge hot rolled steel with tough, yet flexible, red gum rubber blade 2" wide—18" long—1/6" thick. Finished in durable dark green baked enamel. Contains special combination splash lip and scraper blade for quick removal of dried food spillings, etc., from floor. Handle socket fits any standard wood handle. (Handle not included.)

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THE INSIDE IS THE BRIGHT SIDE OF THIS STORY



WOODNUFFE SCHOOL, OTTAWA. J. L. Kingston, A.R.I.B.A., Architect

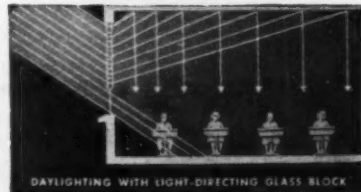
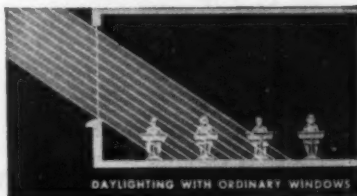



INSULUX GLASS BLOCK answered the problem of adequate lighting throughout the Woodnuffe School at Ottawa. To ensure that children sitting on the far side of classrooms away from the window would get as much light on their desks as those immediately under the windows, the architect specified prismatic Insulux Glass

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THE SPOTLIGHT ON EDUCATION

Conducted by the Editor

Dr. W. J. Dunlop, for many years Director of University Extension and Publicity, University of Toronto, has been appointed Minister of Education for the Province of Ontario.

Dr. F. G. Buchanan, for the past sixteen years Superintendent of Calgary Public Schools, retired August 31st.

Dr. Joseph Alderic Marion veteran member and former President of the Manitoba School Trustees Association, has been given an honorary degree of Doctor of Laws by the University of Manitoba.

J. A. Peterson after thirty-eight years of service in the field of education and for the past ten years Inspector of Division 13, Manitoba, retired at the end of June last.

William S. Ritchie has been appointed to the post of Assistant Director of the Provincial Division of Physical Education, New Brunswick.

Robert R. Robinson, editorial consultant to the Ontario Health Survey Committee, has been appointed director of public relations for the Health League of Canada, and editor of "Health" magazine.

Miss Kathleen I. Bradley, fresh from a difficult job of organizing a new Department of Education at the University of Malaya, and former principal of the London County Council, Furzedown Trinity College for Teachers, London, England, completed an important speaking tour in Canada in September.

Mr. W. M. Everts has been appointed by the Alberta Department of Education as Supervisor of provincial school buildings.

Dr. F. T. Fairey, Deputy Minister and Superintendent of Education for British Columbia has returned to his desk after participating in a six months consultative education mission to Burma.

Mr. A. G. McColl, Research Director of the Canadian Research Committee on Practical Education has accepted the principalship of Niagara Falls Collegiate and Vocational School, Niagara Falls, Ontario.

Mr. George Flitton of Brandon, Manitoba, has been elected president of the newly formed Manitoba Urban School Trustees Association.

Mr. C. W. Sing of Portage la Prairie, has been elected Secretary of the Manitoba Urban School Trustees Association.

Mr. R. H. Heane, Honorary Vice-President of the Saskatchewan School Trustees Association, died September 5th.

The Ryerson Technical Institute, Toronto

The Ryerson Institute of Technology, Toronto, one of five special schools on the junior college level operated by the Ontario Department of Education is growing rapidly in both service and popularity.

This fall over 800 students registered (an increase of 200) in the first year. Another 500 came back to continue courses in second and third year. With a night school enrolment of 2,400 Ryerson has reached a new peak of 3,700 students.

The school offers a wide range of business and technical courses, including photography, architecture, horology, industrial chemistry, fashion design, furniture arts and graphic arts.



Write to-day for the booklet, "Memorials in Bronze". You will find the designs helpful in choosing your tablet or plaque.

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110



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Make Learning Easier

COLOURFUL, well-painted classrooms make learning easier for the pupils—stimulate community pride in the school. Properly chosen colours accomplish two purposes. They not only make classrooms more attractive, but also conserve light and eliminate objectionable glare.

Scientific research has made it possible for school authorities to select colours for walls and ceilings which, by reducing light absorption, more fully utilize the available light.

Such colours *reflect and diffuse* light, save pupils from eyestrain. Because less effort is required to read books or writing on the blackboard, children learn more readily. Improved lighting helps to lessen fatigue and nervous strain for both pupils and teacher.

Without the right selection of paint colours, really efficient lighting is impossible. Your C-I-L Paint Dealer will be glad to suggest a Colour Conditioning plan to make the most effective use of light in your own schools.

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Commercial classroom in St. Lawrence High School, Township of Cornwall. C-I-L Interior Finishes have been used throughout and colours selected in accordance with scientific Colour Conditioning principles.

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GLEN PARK SCHOOL,
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PRINCE OF WALES
SCHOOL, Hamilton



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With SPEED-EASY Satin, classrooms and offices can be painted after school hours, and be perfectly dry and ready to use next morning. SPEED-EASY Satin dries in 30 minutes or less, with an even, satiny finish that resists stains, grease and dirt and stands long, hard wear. Even with windows closed, there's no "painty" odor.

Walls and woodwork painted in SPEED-EASY Satin are easy to keep clean. They can be scrubbed, over and over again, without marring the smooth, lustrous finish.

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THE SPOTLIGHT ON EDUCATION

Two new courses have been added this year. A course in institutional management, formerly given at the University of Toronto, has been transferred to Ryerson. A three-year course, it will now be called Hotel, Resort and Restaurant Administration. During the third year, students will spend part of their time employed in hotel or restaurant.

A special course for prospective teachers of dress-making, requiring a vocational school diploma for entrance, has also been added to the curriculum. After completing this course, students will spend one year in the industry and another at the Ontario College of Education before receiving a vocational dressmaking Teachers' certificate.

Principal H. H. Kerr announces that more stress will be placed on the television aspect of the radio broadcasting course now that the campus has a complete unit to house Ryerson's radio station, CJRT-FM. The station with its new studios, will now be able to be on the air all day instead of evenings only.

Canada Needs 12,000 Dentists

Canada has neither enough dentists nor enough dental schools, nor have Canadians the right attitude toward dental care and dental education, states Dr. G. Edward Hall, president of the University of Western Ontario, in an article entitled, "Public Health Is People", in a recent

issue of *Health*, magazine of the Health League of Canada.

In 1938 there were slightly more than 4,000 dentists in practice in Canada—a ratio of one per 2,700 of population. Today, with a population which has increased from some 11 millions to more than 14 millions, and at a time when the responsibilities of dentists to their patients are growing, Canada still has only five dental schools.

"The number of graduates in dentistry after 1952 will barely effect a replacement for those who will leave practice from death or retirement, let alone look after the expanding needs for greater services of a greater population. Add to this the fact that some 90 per cent. of the practising dentists in Canada are to be found in urban centres, and it is clear that far greater numbers of dentists are needed."

A health-conscious country like Sweden with only 6½ million population plans to graduate 270 dentists per year; while Canada with its 14 million can only count on 205 graduates next year and a maximum of 175 two years hence!

"An increased number of graduates in dentistry in Canada is imperative; an increase in the number of dental schools is essential, and we must remember that even if one or more new faculties of dentistry were



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THE OUTSTANDING *durability* of Dominion linoleum has been tested and proved by over forty years of wear on the floors of Canadian schools, hospitals, stores, public buildings. It remains resilient, easy on the feet, and colourful. And its low cost of cleaning and maintenance makes it the most economical of floor coverings. If you plan to build or remodel, consult your architect or flooring contractor.

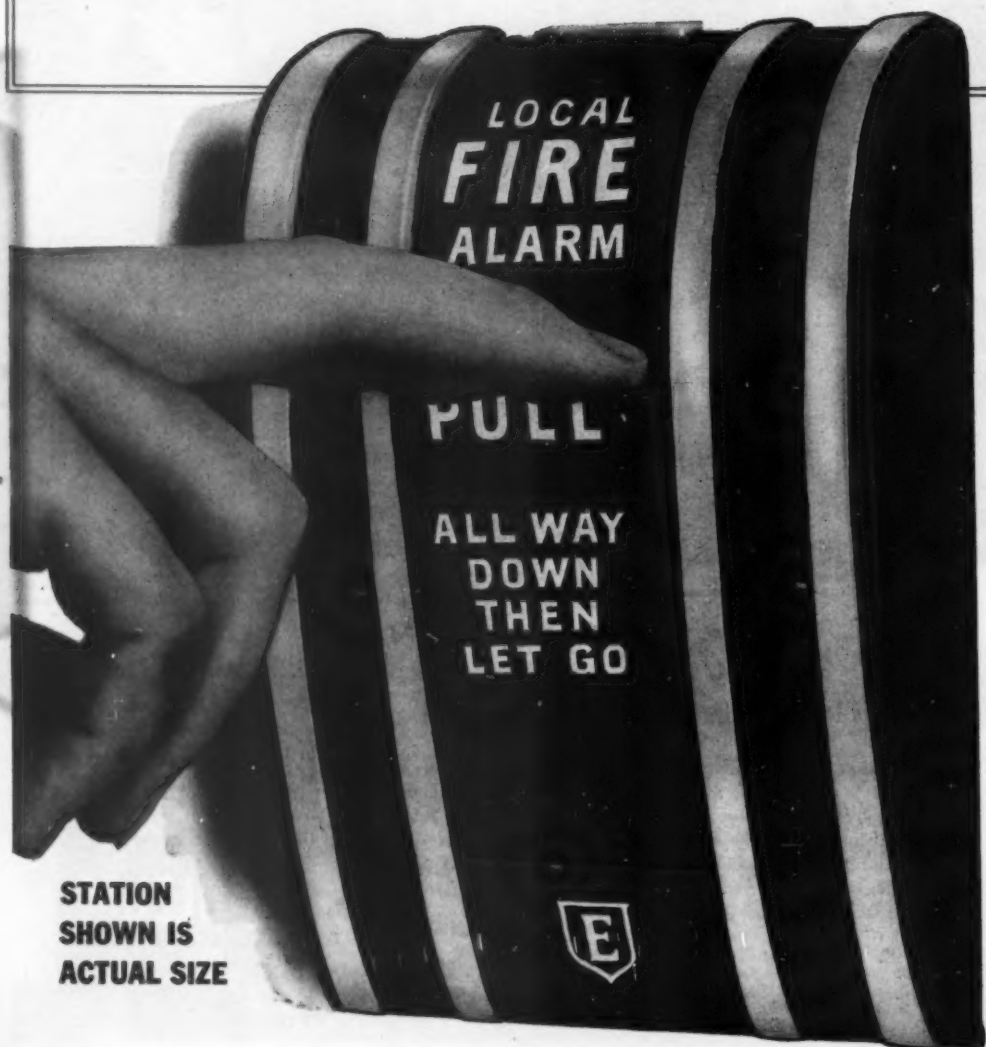
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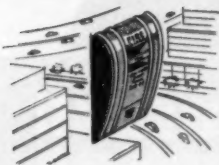
Fire Alarm Station

Important news for Architects!

Take a good look at that "actual-size" picture on the facing page. Note the streamlined beauty in every line and detail...beauty worthy of modern developments in architectural design. Yes, the *really new* Edwards fire alarm station is utterly different in appearance from old-fashioned bulky, rough-finished cast iron stations. And it's *superlatively functional* in design, too—providing vastly improved operating efficiency and

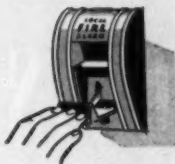
important installation economies. This *really new* Edwards station is the result of a careful survey and analysis of requirements among fire protection authorities, government experts, architects and electrical engineers. It is available in standard lustrous red enamel with highly polished bright metal trim as well as any desired color or finish. For complete details and specifications please mail coupon below.

1 Really NEW Streamlined Design



It's a smooth, gracefully contoured die-casting that literally "hugs" any wall. The lustrous twice-baked enamel surface—in keeping with modern architecture—is relieved with four highly polished metal bands. It's the smallest code station available today with a maximum projection of only 1 1/4" from the wall.

2 Really NEW Foolproof Operation



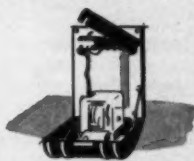
Streamlined simplicity of operation for maximum protection matches streamlined simplicity of design. One simple pull of the handle assures positive operation. Single action—only one motion is required. Thus, even in a Break Glass model, there's no chance of "operator failure" because of haste or panic.

3 Really NEW Installation Economy



The new Edwards station is quick and easy to install...cuts man-hour installation costs up to 30%...and that's good news for both contractors and architects. Unlike old-fashioned stations all new Edwards stations have terminal blocks that are front connected and are therefore readily and easily accessible.

4 Really NEW Ease of Testing



New hinged front drops down exposing visible mechanism in protective transparent plastic cover. All new Edwards stations can be tested for both silent and audible operation while front is down. No special keys are needed to open or test the station. In short, with Edwards's stations, testing is quick and easy.

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THE SPOTLIGHT ON EDUCATION

created this year it would be at least six, if not seven years, before these new schools would be able to graduate their first classes."

Dr. Hall then goes on to discuss at some length an even more fundamental question—the problem of dental education itself. Dentistry should be regarded as oral medicine, and prevention should receive far greater emphasis than the mere perfection of substitutes for diseased or damaged teeth.

"What a difference that philosophy would make in the whole educational and training program," writes Dr. Hall, who is himself a distinguished medical research scientist. "It could eliminate so much student time which is given over to the training in procedures which almost every graduate in dentistry delegates to a commercial laboratory or to a mechanic in his own laboratory."

Dr. Hall fears that the biological sciences are today being "sacrificed on the altar of the mechanical arts." Manual dexterity, important as it is, should not take precedence over science, he urges.

Course in Town Planning

The University of Toronto has inaugurated a course in town and regional planning sponsored jointly by the University, Central Mortgage and Housing Corporation

and Ontario Department of Planning and Development.

A research project on Ontario town planning problems, to be completed by the class, is under way. Each student will spend a summer on field work.

No new degree is being offered. Graduate students working toward master's degrees in established divisions of the university will make up the class.

Miss Jacqueline Tyrwhitt, former director of the London School of Planning and visiting professor at Yale last year, has joined the staff. Lectures will be given in architecture, civil engineering, geography, social work and political economy.

The course will not be limited to students specializing in town planning. Students in architecture, engineering and social work are expected to attend the lectures and discussions.

Annual Convention O.A.S.B.O.

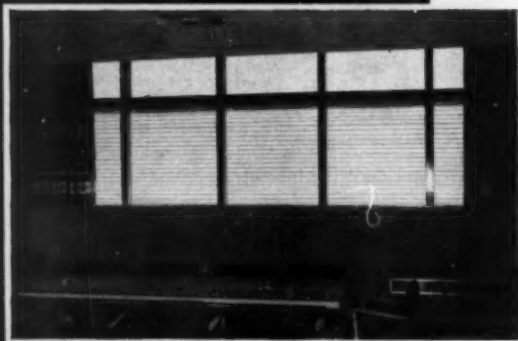
It has been decided that the 1952 Convention will again be held at Bigwin Inn in June. Immediately following this year's Convention the Ontario Urban and Rural School Trustees' Association held an executive meeting and appointed a Convention Committee. President J. M. McGrigor is a member of that Committee and was appointed so that the two Conventions might be planned to the best advantage.

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THE SPOTLIGHT ON EDUCATION

Studies in the Advancement of Education

Studies for the advancement of education are to be conducted by the Fund for Adult Education and by the Fund for the Advancement of Education, recently created in the United States by the Ford Foundation.

The first of the two agencies will seek to expand educational opportunities for adults who want to continue their studies after their formal education is completed. The second will study the objectives and procedures of education in elementary and secondary schools and in universities. Under one experiment designed to test the abilities of students aged less than 16½, 200 boys in the United States will receive two-year university scholarships. They will be chosen on the basis of their school grades and college entrance examinations.

Can You Top This?

Etobicoke township (suburban Toronto) reports a 20% increase in enrollment in elementary schools, September, 1951. At school opening this year parents registered 7,926 elementary school pupils as compared with 6,344 in 1950. Just how serious this situation is in Etobicoke is indicated by the facts. There are 143 standard classrooms in use, basements in schools have been arranged to provide 34 temporary classrooms. Staggered hours from 8.30 a.m. to 4.30 p.m. are in effect with 36 classes using 18 classrooms and 8 classes using art rooms and social study rooms. Still Etobicoke has

to send 2 classes to a neighbourhood municipality school. Six temporary kindergartens have been established in auditoriums and gymnasiums to handle the overflow from five standard kindergartens. Kindergarten children go to school for only one-third of a day instead of the normal half day in most school systems. Classes in existence today in Etobicoke could fill the present 14 public schools, four to be opened within a year and another three at present on the drawing boards.

In North York township, (also suburban Toronto), although 11 new schools are being opened this fall, 34 classes will still be in temporary accommodation. Registration at school opening this year was 12,000 as opposed to 9,000 in September, 1950. The township has 344 classrooms in operation in 33 schools.

School for Caretakers

The Third Annual School for Caretakers, organized by the Ontario Association of School Business Officials, was held in the Delta Collegiate in Hamilton on July 9th and 10th. Registration totalled 240 and these men were representatives of some 47 different municipalities. The increase in registration in the school would seem to indicate that it is appreciated by the various Boards of Education. Certainly those men who were present this year seemed to feel that it was worthwhile. It is interesting to note that the increase in enrolment over last year's school was nearly one hundred per cent.

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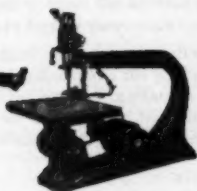
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EDUCATIONALLY SPEAKING

School Business Administrators

One of the most active associations in the school field today is the Ontario Association of School Business Officials which draws its membership from the business administrators and executive officials of the local school boards of the province. This association holds a very business-like convention each year in June, and during the year members meet regularly in regional conferences. An association activity of special significance is a very successful summer school for caretakers which has been organized to promote higher standards in school building maintenance.

It is very evident to one who has attended their meetings that the business administrators of Ontario's schools are seriously concerned to do the best possible job for their boards and the schools of the country, and are eager to improve their own professional efficiency. Small wonder is it that they are compelling recognition of their importance on the executive staffs of the school system.

We suggest that the time has come when school boards and the professional elements in the schools should, unasked, give school business administrators full recognition as true career men in education rendering a professional service to the schools as important as any other, and invite them into the professional fold forthwith.

Public education today is big business, and the business management of schools has become a highly specialized field of work. With the development of the larger unit of administration the "secretary-treasurer" can no longer handle the job efficiently unless he is a trained administrator, and education is going to need an increasing number of qualified men for this work in the future. In view of these facts, it would seem logical that the time has come when educational authorities should take steps to meet the situation.

We, therefore, make a second suggestion that just as teachers, principals, superintendents and school inspectors must qualify themselves professionally in the normal schools and colleges of education, so school business administrators should, in future, be professionally trained too, and in the same schools. Junior and senior courses in school business administration might well be set up on both under-graduate and graduate levels. Subjects for courses that come readily to mind include secretarial procedure, school and educational accounting, personnel methods, school law, school supplies and purchasing methods, school planning and construction, public health sanitation, maintenance and operation of school buildings, and public relations. Entrance requirements might range from matriculation to a university degree in engineering, commerce and finance, or business ad-

ministration for advanced study leading to senior executive appointments.

Business management to-day is very conscious of the value of special study for executive efficiency and workshops and university extension courses in various fields are being widely sponsored by both industrial associations and large business corporations. Junior and senior courses in Hospital Administration are currently being given at the University of Toronto; and one in Institutional Management was begun this fall at the Ryerson Institute of Technology in Toronto.

It is suggested that, as School Business Administration is the very special concern of Education, educational authorities should see to it that any courses inaugurated in this field are set up as an integral part of the College of Education Programme where they rightly belong.

Why Do Youths Leave School?

Two years ago the Research Committee on Practical Education of the Canadian Education Association issued the results of a survey of Canadian schools entitled, "Your Child Leaves School". This survey showed that some 73% of our boys and girls were "drop-outs" before graduation, and gave certain reasons why they left school. Chief among the reasons was lack of interest in the courses of study the schools offered, the inference being that the schools were not doing a good enough job and so were not holding their students.

While many schools are no doubt much to blame for the sorry state of affairs shown up by the survey, there are always two sides to a question. The other side has, in the opinion of the writer, been put very clearly and reasonably in the opening paragraphs of an article entitled, "Why Pupils Leave School", in the September issue of the American School Board Journal by Virgil Stinebaugh, a retired American Superintendent of Schools, as follows:

Pupils leave school because the school represents duty, responsibility, effort, a challenge, and the discipline of living up to one's best.

In this respect the youth who leaves school is merely following in the steps of those adults who run away from personal responsibility, refuse to face problems, try to evade work, and limit their potentialities in life by being satisfied with lesser accomplishments.

The most important single factor affecting continued school attendance is the aspiration of an individual to improve himself. Without this urge and desire, school experience would be of little value and consequence. Therefore, the problem of "early leavers" is more involved than the matter of school attendance. Basically, it is the problem of challenging youth to develop their talents by utilizing fully their opportunities for learning.

In this connection the attitude and influence of the parents and the people in the neighbourhood are very important. Unless learning and schooling are held in great favour by citizens generally the painstaking efforts of the school staff to encourage pupils to remain in school cannot be entirely effective.

Perhaps the failure of the school has not been so much in failing to provide interesting courses as in making little or no attempt to get parents and the public in general solidly behind them, sufficiently sold on education to back their attempts to provide it for the young people of the community.

Reaction in Soviet Education

After the Bolshevik Revolution there followed a series of revolutions in education in the U.S.S.R. For a time it seemed as though the Russians would try out every possible left-wing educational experiment anyone had ever thought of. Then suddenly the educational leaders began to cool off—the results were not too good. Today the rules for Soviet children are such that the most reactionary schoolmasters anywhere in the world would approve of; so that an official publication explaining Soviet educational methods could say recently "All talk about freedom and personality is empty prattle".

Now intelligence tests and co-education have been dropped; project and activity methods have been abandoned; and the lesson delivered by the teacher is the basis of all learning in Russian schools today.

Why this reversal of policy? Simply because the advanced methods were not producing an educated population which Russia badly needed. Sterner, more disciplined techniques were found to be necessary and action was taken without delay.

Perhaps the failure of the Russian experiment is not proof that "progressive" methods do not work in all cases, but it surely is evidence that they will not work as a universal prescription.

Someone has suggested that it is time we, too, admitted that we have found out the same thing and past time we did something about it—in the teaching of English, for instance.

The Teaching of Values in School

Curriculum research and revision and the blossoming of new courses to meet every conceivable need seems to have been the central thought in education during the past few years especially on the secondary school, college and university level.

Perhaps this fact is no better illustrated than in attempts to teach democracy or citizenship as a specific subject in the school as though moral and spiritual values, which are the basis of good citizenship, could be taught by rote.

But now the pendulum seems to have reached its extreme range and is beginning to swing back to reason and common sense that sees the understanding of human values in its proper perspective as a by-product of the whole school curriculum properly taught. This is the position taken in the report, "Moral and Spiritual Values in Public Schools", just issued by the Educational Poli-

cies Committee of the National Education Association (U.S.A.):

Citizenship in terms of knowledge of government machinery is useful, but inadequate. Citizenship in terms of knowledge of current trends and issues is useful, but inadequate. But citizenship, in terms of intelligent loyalty to moral and spiritual values, as they apply to political processes and civic issues, increases the value of many other learnings. And what is true of civic education applies also to education in the personal, social and economic aspects of life.

Thus, the entire life of the school, every classroom, every teacher, every activity makes its contribution, plus or minus, to the understanding and appreciation of moral values.

The proposition that moral and spiritual values will be better taught if they permeate the entire school than if the instruction is centred in a special course should not suggest an indifferent or opportunistic policy . . . Evidence now available suggests that the procedure most likely to be effective in the teaching of moral and spiritual values is to weave these concepts into the entire life of the school and to make them a vital part of all subjects of instruction in the school program.

Vocational Education Is Not Enough

The writer had the opportunity this past summer of visiting one of Canada's newest and most expensive (approximately \$2,000,000) secondary schools which was receiving the finishing touches in readiness for school opening in September. He was very much surprised to find that this school had been deliberately planned and was being elaborately equipped as a "technical-vocational" unit of the municipal school system. This particular school board was thus persisting in the error made some twenty-five years ago throughout this continent when vocational education was first instituted, an error which most school systems are now striving to correct. It is now generally recognized that the promotion of vocational education as such is based on the false premise that practical education is as good as any other, and, furthermore, that boys and girls just out of elementary school, even with the help of their parents, are capable of making a wise choice between technical or vocational or professional schools for their secondary school careers.

Although real progress has been made in recent years in raising the standards of technical and vocational courses in the schools, many people, and educationists, still maintain a slightly snobbish attitude towards careers in technology which is definitely not in the public interest; but it is far worse for the champions of vocational education to continue to claim that the study of any subject is education, and that a liberal education can be achieved through scientific and technical studies as well as through the liberal arts curriculum.

Sound educational thinking today is therefore solidly behind the composite high school programme where adolescent boys and girls get a broad course of studies while they are finding themselves and being helped to choose a sphere of work in which to make a career. Only then are students capable of deciding whether to

specialize in technical, vocational or professional studies. Technical or vocational or academic schools therefore should be senior schools.

It is now widely recognized, particularly in the lower secondary school grades, that cultural and vocational studies should be at least equal partners in the programme of all studies. If anything, the weight for junior pupils should definitely be on the side of liberal studies; for an important part of a liberal education is that it conveys to the learner, particularly through literature and history, some knowledge of the traditions, ideas and beliefs that prevail in his society. This knowledge is necessary for anyone who would aspire to play a leading part in the world, even as a technician, because without it he cannot understand the men he is to lead. Little, if any, of this is gained from scientific and technical studies.

We must see to it that in future all students get a sound foundation of liberal education before beginning specialization of any kind. Only this way lies sound training for good citizenship.

The Way of Survival

Dr. Kenneth E. Appell of the University of Pennsylvania is concerned that crime waves, alcoholism, mental illness, and increasing divorce rates may be pointing the way to man's destruction, and believes that our hope lies in learning to live with others. He gives the following rules for effective living:

Don't aim for happiness alone, or even make it your chief objective. The mature individual does not strive always for happiness. There is a higher contentment and peace of mind that may involve unhappiness, effort, and even suffering that can be assimilated by the mature mind. There are stakes, goals, rewards, and values in the struggle of life that are higher than individual happiness or comfort.

Don't shirk work. Do something worthwhile. Pull your load unless you are sick. Many people have been deprived of one of the basic satisfactions of life, because circumstances have prevented them from cultivating the habit of effort and achievement, however humble.

And do things that need to be done or have to be done by somebody, regardless of your immediate feelings.

Get along and co-operate with others. Work in an organization. You must learn to work for a time even under unfair and unpleasant authority. Stand for frustration, failure, mistakes, disappointment, and always carry on—whether the frustration be of your ambition or in your personal relationship with others.

Take responsibility. Show independent initiative. Be self-decisive, self-moving, self-directing.

Absorb frustration and failure without developing handicapping, disintegrating tensions of fear, anger, depression, suspicion, blaming others, withdrawal or undue bodily disturbance associated with intense emotion.

And you should show devotion, effort, and love to something beyond yourself. Such are the qualities of emotional, mental, or personality health that we all—fathers, mothers, children—have to cultivate. And it is possible for all of us continually to improve our capacities in these regards.

Unesco's Long-term Plan

One of the most important decisions taken by Unesco's last General Conference was to establish a long-range basic programme for the next several years as distinguished from the work plan for 1951. Thus, Unesco's objectives for next year are part of the long term plan covering the policies and main lines of work of the Organization. Included in the basic programme is a 10 point list of tasks as follows:

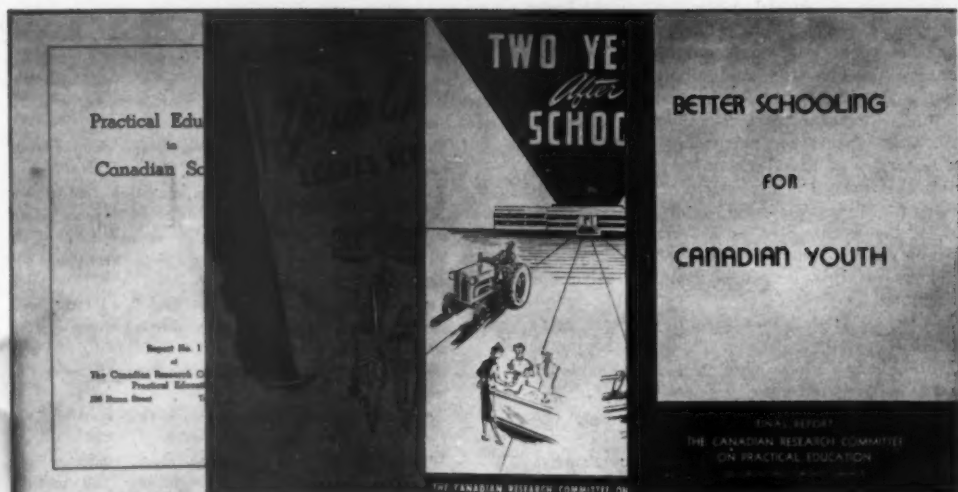
1. To eliminate illiteracy and encourage fundamental education;
2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education;
3. To promote respect for human rights throughout all nations;
4. To remove the obstacles to the free flow of persons, ideas and knowledge between the countries of the world;
5. To promote the progress and utilization of science for mankind;
6. To remove the causes of tensions that may lead to war;
7. To demonstrate world cultural interdependence;
8. To advance through the press, radio and motion pictures the cause of truth, freedom and peace;
9. To bring about better understanding among the peoples of the world and to convince them of the necessity of co-operating loyally with one another in the framework of the United Nations;
10. To render clearing-house and exchange services in all its fields of action, together with services in reconstruction and relief assistance.

The basic programme resolutions are grouped under seven different heads: *Education, Natural Sciences, Social Sciences, Cultural Activities, Exchange of Persons, Mass Communications and Relief Services.*

Preparation for University

The Honourable Milton Gregg, Federal Minister of Education, and a former university president, recently made a suggestion regarding the preparation of high school students for university entrance that deserves more than passing attention. Speaking in Ottawa to delegates of Canadian universities at the Sixth Annual Conference of University Advisory Services, he stated that he sometimes thought that, aided by guidance and counselling, high school students should have picked their careers by the time of graduation, and then should go out and work for two years in their chosen fields before continuing their studies. Then, if they still feel the urge to do so, they would have acquired the right attitude to commence serious study at a university.

The idea is right in line with present day discussion among educators regarding the flooding of schools of higher learning by thousands of young people who never should attempt a university education. Proof of the situation is that 40-60% of students entering university fall by the wayside, having done neither themselves or anyone else any good. Besides being a serious drain not only on their parents, but also the public purse, they clutter up the scene and are spoiling the universities for students who are there for serious business.



Canadian Business and Industry Decide That Skills in **READING, WRITING and ARITHMETIC** Are Basic in a Practical Secondary School Curriculum

MORE emphasis on "the three r's" rather than on highly specialized vocational training in secondary schools is recommended in the final report of The Canadian Research Committee on Practical Education, tabled after a four-year study of Canadian secondary schools, at the annual convention of The Canadian Education Association at Saskatoon in September.

Throughout the report entitled, "Better Schools for Canadian Youth," the Committee stresses that the aim of education is to produce good citizens who are capable of individual thinking. "Teachers (should) strive to develop clear and logical thinking by their pupils," the Committee recommends. The report suggests that one method of gaining these ends is through a more thor-

"The Secondary School should enable each pupil, at least—to continue to refine and improve by constant practice the various skills in the fundamental processes, especially in the cursory and study types of reading, in oral and written expression, and in the fundamentals of arithmetic."

—From *Better Schooling for Canadian Youth*.

ough study of the basic subjects, oral and written expression and arithmetic, which "are essential in all jobs and in all activities of everyday life." However, these basic subjects should be taught in such a manner that will permit them a natural practical application in employment and every-day activities.

As a main part of its four-year investigation of secondary schools the Committee surveyed 12,124 high school graduates and 14,219 who failed to complete their secondary

education. The Committee also received reports from many employers of these young people and from the young people themselves two years after they left school. The report notes two important findings from the surveys which were assisted by committees in all provinces, except Newfoundland, which was not part of Canada when the job was started. These are that 65 per cent of the pupils who enter Grade VII never graduate from high school. And that the majority of the young people

are lacking in ability to express themselves both orally and in writing and in the fundamentals of arithmetic.

That the student may benefit as much as possible from instruction in the basic subjects, the committee recommends that "specific training for the individual pupil for particular occupations (should) be deferred as long as possible". Emphasis in vocational training should be on "development of basic skills and sound work habits rather than highly specialized skills."

For girls, the report recommends that "home economics be offered in all secondary schools, and that more girls be encouraged to enroll in these courses."

While the Committee suggests a number of steps that might check the tendency of students to leave before completing high school, it recommends that the legal school-leaving age, both urban and rural, be set at 16 years in all provinces, except in "certain specified exemptions".

But for those who do leave school before graduation, the Committee recommends establishment of com-

munity institutes which would provide part-time education for those 16-18 years of age. Such institutes should "provide vocational training courses as well as cultural and avocational studies."

Establishment of the Canadian Research Committee on Practical Education was first suggested by the late Dr. Fletcher Peacock, then President of the Canadian Education Association, at the 1946 Convention of the Canadian Manufacturers' Association. Subsequent meetings among officials of the CEA and industrial, business, and labour groups which provided the finances for the study, produced the Committee on which all these groups are represented. Investigation of secondary education throughout Canada was carried on over a period of four years. The purpose was to consider what constitutes a suitable secondary school education for students who go directly to employment from school.

The Committee had issued three published reports: *Practical Education in Canadian Schools*, March, 1949; *Your Child Leaves School*, March, 1950; *Two Years After*

School, March, 1951; final report, *Better Schooling for Canadian Youth*, September, 1951. In addition it issued to Committee members the following mimeographed, unpublished reports: "Secondary School Education in Agricultural Communities", September 1948; "Education and Training for the Construction Industry", March, 1949; "Secondary School Requirements of Distributive Business", April, 1949; "The Education and Training of Employees in Industry", March, 1950; "Education for Rural Boys", June, 1950; "Education for Office Workers", April, 1951.

The published reports gave the results of fact-finding studies. The unpublished reports were based in part upon fact-finding studies and opinions of employers and community leaders.

The Chairman of the Committee is Hugh Crombie, president of the Canadian Manufacturers' Association, and the Research Director is A. G. McColl. The work of the Committee was co-ordinated by F. K. Stewart, Executive Secretary of the Canadian Education Association.

THE MAIN OBJECTIVES of EDUCATION in SECONDARY SCHOOLS

The general aim of the school is to assist in the development of good citizens. The school should seek to help the child develop those understandings, attitudes, habits, and skills that will enable him to become a well-integrated and socially responsible citizen who can think critically and independently about the problems of life.

The following specific aims are ancillary to this general aim of the school. In the case of each objective, the teacher will, of course, strive to enable each pupil to achieve a level of attainment commensurate with his abilities.

The secondary school should enable each pupil, at least,

(a) to continue to refine and improve by constant practice the various skills in the fundamental processes, especially in the cursive and study types of reading, in oral and written expression, and in the fundamentals of arithmetic;

(b) to develop the ability to solve problems, to think critically, to formu-

late generalizations from concrete situations, and to apply such generalizations to other fields;

(c) to develop high standards of behaviour and to develop habits of action which will reflect the ideal of service, the ideal of sportsmanship, the faithful performance of duty, and the assumption of personal responsibility for conduct;

(d) to develop and establish the understandings, habits, and ideals which form the basis of sound mental health and physical fitness;

(e) to have experiences which will lead to tolerance and to an insight into modern social problems and which will develop an understanding of the privileges and obligations which are to be shared with others in a democratic society;

(f) to have opportunities to explore the possibilities of the general fields of knowledge, in science and mathematics, in language and literature, in fine arts and commercial and industrial

arts; and in so doing to learn not only the possibilities in the major fields of learning but also his own dominant interests, capacities and limitations;

(g) to develop marketable skills and those understandings and attitudes that make the worker an intelligent, co-operative, and productive participant in the economic life of the community;

(h) to learn how to manage household affairs skilfully and economically, and to develop an understanding of the significance of the family for the individual and society through a knowledge of the conditions conducive to happy and successful family life;

(i) to learn how to make proper use of leisure time through combining activities that are socially useful with those that promote personal growth and satisfaction, and to develop capacities to appreciate and enjoy the best in life.

—From *Better Schooling for Canadian Youth*.



Close consultation between teacher consultant, script writer and members of the CBC School Broadcast Department are essential for National School Broadcasts. Shown here discussing the script "Vasco De Gama", a Grade V Social Studies Broadcast to be heard on November 21st are left to right: Lola Thompson, CBC School Broadcast producer; R. R. Paterson, teacher consultant and Principal of Oriole Park Public School, Toronto; Brian Mills, script writer; and R. S. Lambert, CBC Supervisor of School Broadcasts.

500,000 Canadian School Children Listen to

CBC SCHOOL BROADCASTS

As An Integral Part of their Daily Lessons in the Classroom

IN these days of rapid change., text books, film strips, educational sound films, charts, and even maps become outdated almost before they are issued. It is therefore a solace to school boards to find one teaching aid which has high utilization value in the classroom, is inexpensive, requires little in upkeep and is always abreast of the times. It may account, in part, for the phenomenal increase in the number of schools in Canada which are equipped with radios. Over the past two years, figures released by the Department of Transport show that the number of schools so equipped has increased by 70%. Today, well over half a million Canadian school children are able to listen, in their classrooms and as an integral part of their daily lessons, to school broadcasts specifically prepared to meet their needs. Unlike other teach-

ing aids, once the original piece of equipment is purchased—at a price lower than for many other major items of teaching aid equipment—there is nothing more to buy. Even the receiving license is supplied free, each year, by the Department of Transport, and the daily programs are presented without cost to those wishing to use them.

Financial reasons alone are insufficient to account for such a growth in audience. School broadcasting must have proven itself to be truly an assistant to the teacher. In the early days of radio broadcasting, teachers recognized the potential ally they had in this new instrument of communication. But it was not until 1942 the Canadian Broadcasting Corporation organized school broadcasting on a national basis. In that year the CBC established a School Broadcasting Depart-

ment to make special school broadcasts available to all schools of the Dominion. This, it proposed to do in two ways: (a) by co-operating with provincial departments of education in the presentation of school broadcasts designed to meet the needs of each province, and (b) to provide, with the assistance of educators, programs broadcast coast to coast, intended to strengthen the sense of Canadian citizenship among young people. In the short space of nine years it has been operating, the scheme has matured. Today, schools of English-speaking Canada are offered at least 30 minutes of school broadcasting each day. In addition, primary and kindergarten classes may use the 15-minute program "Kindergarten of the Air", although it is primarily planned for preschoolers. A further indication of the high esteem in which these programs

are regarded by communities has been the willing co-operation of privately-owned stations in bringing the school broadcasts to the young people of their coverage area. This year 51 stations are carrying the CBC National School Broadcasts on Friday mornings.

Provincial departments of education are spending over \$200,000 annually on school broadcasting. With that money they hire the finest scriptwriters—men like Tommy Tweed, Len Peterson, Orlo Miller and Max Braithwaite—to prepare their programs. Well-known actors, such as John Drainie, Bud Knapp, Alan King, Bob Christie, and musicians including Sir Ernest McMillan, Geoffrey Waddington, Lucio Agostini, and Neil Chotem, are employed to ensure that the best possible production is given the carefully-prepared scripts. These seasoned veterans of radio do not find school broadcasting easy, however. They start rehearsals as early as 7.00 a.m. and, also, find they must make certain changes in their customary technique. The enunciation must be even more distinct than usual, pacing must be slower, and stresses laid differently than in the entertainment broadcasts they are accustomed to. Production of both provincial and national school broadcasts is taken care of by the CBC, and over the years a staff well trained in the special requirements of school broadcasts has been built up.

No matter how well written or how well produced a school broadcast may be, it is self-evident that a teacher will not use it unless it does him or her service. The fact that such a large number of schools use these programs is indicative that this requirement is met. As each year passes by, the CBC School Broadcasting Department, headed by R. S. Lambert, internationally-known author and educator, increases its knowledge of school needs through comments from teachers and from returns from a carefully-prepared evaluation report.

Then, too, no school broadcast is planned without constant reference to teachers. In the case of the CBC National School Broadcasts, planning is done by a group of educators from all parts of Canada, the National Advisory Council on

Radio in the Classroom

A school broadcast is a program planned by experts to suit classroom needs at times when students can best hear it.

A school broadcast is not a substitute for classroom teaching. Radio cannot teach. It can only make teaching more effective by enlarging the teacher's scope and equipment.

An educational broadcast must not be required to carry too many facts or conclusions. Also, a broadcast should not try to do, through the ear, what can better be done through the eye (film, filmstrip, picture or book).

Radio is an emotional rather than an intellectual medium of expression and communication. Listening to a good school broadcast is an experience that should stimulate the student's imagination and increase his desire to study.

A good school broadcast requires effective utilization by the teacher in the classroom.

* * * *

Teachers and interested parents may obtain complimentary copy of "Young Canada Listens" Program of School Broadcasts in Canada by addressing their request to their provincial department of education or to the CBC, Box 500, Toronto.

School Broadcasting. Their plans are turned into radio scripts by professional radio writers, who have at their elbows paid teacher-consultants who advise on classroom needs and who check each script to ensure that when it is produced it will be of the utmost value to the teacher. Provincial school broadcasts are planned with equal care. In many cases, teachers write scripts or appear on the air in provincial school broadcasts, linking radio and the classroom even closer.

The flexibility inherent in school broadcasting is well illustrated in the coming year's program. Curricula are constantly changing, and where other teaching aids are unable to keep pace, radio is well adapted to change. The greater stress being laid this year on conservation of natural resources has led to the introduction of a series of five broadcasts on this topic. These will deal

with problems of conservation in Canada. Thus, this series will help to bridge the gap between text books and films produced in the United States and the specific needs of Canadian schools.

In the production of many other teaching aids it is not economically possible to meet the requirements of one province or one area. They are generally planned to cover a specific topic in such a way that they will receive wide distribution. The teacher, then, has to adjust this material to fit in with her work. This is a limitation which does not affect school broadcasting. Programs are prepared for a specific province, and the consulting teachers ensure that the programs fit into the established procedure for that province.

From the teacher's point of view, lack of knowledge of program content would be the greatest drawback to school broadcasting. The CBC and provincial educators have circumvented that limitation by preparing school broadcast manuals. These attractively-bound booklets contain complete details of every program, along with suggestions for utilization, suitable illustrations, maps and charts printed in hectograph ink, and lists of other teaching aids related to the topic. By using the manuals, which are distributed early in September, teachers are able to prepare themselves and the class for each broadcast and can plan their lessons so that the radio programs form an integral part of them.

One final factor in the success of school broadcasting is that of teacher training. During the past summer months teachers in all parts of Canada have been attending their various provincial summer courses in the utilization of audio-visual aids. There they learned the latest teaching techniques to be used with radio lessons. They go from the summer course to their school, filled with enthusiasm for this new medium of education. If there is no radio in that school they prevail upon their school board, their Home and School Association or the students to raise funds for a radio. In many instances where this approach fails, the teacher often brings her own radio, or one of the pupils brings his, and so another class joins the school broadcast audience.

SCHOOL BOARD STATISTICS FROM TORONTO

The 1950 Annual Report of the Board of Education for the city of Toronto providing statistical information on the operation of the Toronto school system has just been issued. It contains much interesting information from which the following figures are quoted for comparative purposes.

Total Expenditures for the year	\$17,606,518.
Tax rate for the city of Toronto	33.3 mills
Tax rate for public and elementary schools	10.55 mills
Provincial Department of Education grants	17.6%
Number of Elementary (public) schools	88
Collegiate Institutes	10
Technical schools	4
High Schools of Commerce	3
Handicraft schools	4
Total number of schools in the Toronto system	109
Total Registration—Public and Secondary schools	77,807
Total Number of Principals and Teachers	2,825
Division of the Educational Dollar—Instruction	64%
Operation	10%
Maintenance	10%
Administration	7%
Capital	9%
Division of cost among schools—Public (elem.)	56.3%
Collegiates	14.9%
Technical Schools	12.5%
High Schools of Comm.	7.5%
Handicraft Schools	1.8%
Division of cost to Central Administrative Office	7.0%
Cost per pupil in day school for the year 1950:	
Public and Elementary Schools	\$206.78
Collegiate Institutes	317.40
High Schools of Commerce	398.38
Technical Schools	465.52
Handicraft Schools	562.24
Cost per pupil in night school for the year 1950:	
Public Schools (Basic English)	\$ 28.16
High Schools of Commerce	33.69
Collegiate Institutes	37.02
Technical Schools	51.86
Salaries accounted for 68.8% of the total cost for 1950.	

THE WINDSOR PLAN

Industry and Education Co-operate to Keep High School Boys at School.

TOO many boys and girls leave school too soon. This fact worries both education authorities and top management in industry, but what can be done to encourage students to remain in school until graduation?

Several industrialists in Windsor, Ontario, felt that one the principal reasons for boys leaving school these days at the age of 16 is their desire to have some spending money. These men struck on a plan which should kill two birds with one stone

—keep the youngsters in school and at the same time train them on a part-time basis in a specific industry, in the Windsor case, tool and die making, which would put money in the boys' pockets.

This is how the plan works between the co-operating Windsor industries and the W. D. Lowe Vocational School:

A student who qualifies is assigned to some senior employee in a given shop who acts as his supervisor and instructor. This supervisor assigns

work to the student worker in a manner and of a kind so as to be instructive and progressive. Necessary tools are loaned to the student. The work supplements and extends the detailed study and practice which the student has already received and is a progressively informative phase of his training.

This programme continues in the afternoons through Grade 12 while the candidate is a bona fide student on the roll of the Vocational School. It is intended that he work during the afternoons of school days as far as possible, but arrangements may be made for any part or all of other days. Discontinuing his connection with the school automatically severs his company connections.

This co-operative year is intended as a probationary wage-earning period preliminary to entering a formal apprenticeship. During this period no seniority accumulates. The student is not considered an employee of the company and does not receive the benefits of various social security items and paid holidays. He receives 50 cents an hour, only for those hours spent in the employers' factory, it being understood that the sole purpose of the plan is to encourage pupils to remain in school until they have completed their courses and to give them some financial aid in their final year.

The Windsor companies are now working on a supplementary programme whereby each of the students taking part in the plan will be given an apprenticeship training in industry immediately upon their graduation with the objective of a certificate of a skilled trade.

Top management in Windsor is enthusiastic about the plan.

Employment is also a part of life and, just as learning is undertaken in a community of fellow pupils, so employment also is carried on in a community of fellow workers who have varying degrees of responsibility. Ideally, the early years of employment will deal with the practical application of rules, laws and processes with which the school has dealt in a more general way. Young employees will discover that their lessons, even those which may have appeared meaningless in the classroom or laboratory, have an important bearing on the tasks confronting them in the office or the workshop. —From Better Schooling for Canadian Youth.



FRONT
ENTRANCE
ELEVATION

VANCOUVER VOCATIONAL INSTITUTE

Vancouver, British Columbia

SHARP & THOMPSON, BERWICK, PRATT, ARCHITECTS, VANCOUVER, BRITISH COLUMBIA

VANCOUVER Vocational Institute, a fine modern building of glass, steel and brick, of striking architectural design, situated on Victory Square in the city of Vancouver is Canada's first trade school built and operated by a municipal school system. Therefore, it represents a unique expansion of public education services in Canada. A second such school which will be known as the Manitoba Technical Institute is, the writer understands, being planned by the Manitoba Department of Education in Winnipeg.

This type of school is, in many ways, a carry-over of the Dominion-Provincial youth training programme of the depression and war years into the public school system to serve an adult education programme in vocational training over and above the courses offered by the regular secondary schools of the community.

The cost of erecting, equipping and administering the Vancouver Vocational Institute is borne jointly by the

Vancouver Board of School Trustees, the Federal government and the province of British Columbia. It is operated by the Vancouver Board of School Trustees but its vocational facilities are available to anyone requiring training from any part of the province.

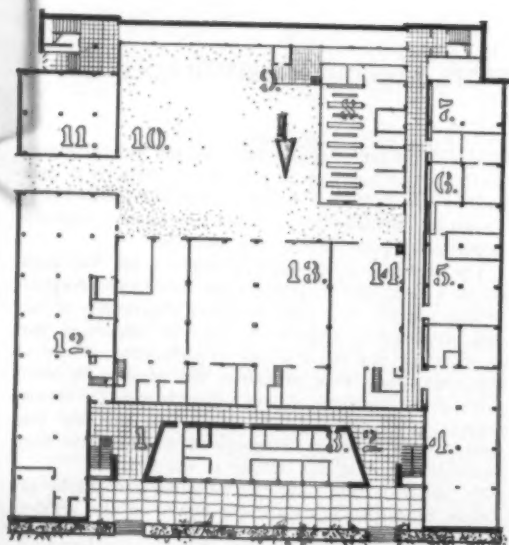
The Institute is an integral part of the Vancouver school system, and its services are listed and advertised in the Board's very comprehensive programme of day and night school courses. It plays an important part in rounding out the training opportunities offered on the adult level, thus providing the answer, in many cases, to the problems of boys and girls who, for various reasons, leave school before graduating and find they need further training. Students of the institute must be sixteen years of age or over to register.

To illustrate this point the following paragraphs are quoted from the Board's information on the services of the Institute:



VANCOUVER VOCATIONAL INSTITUTE

MAIN ENTRANCE STAIR



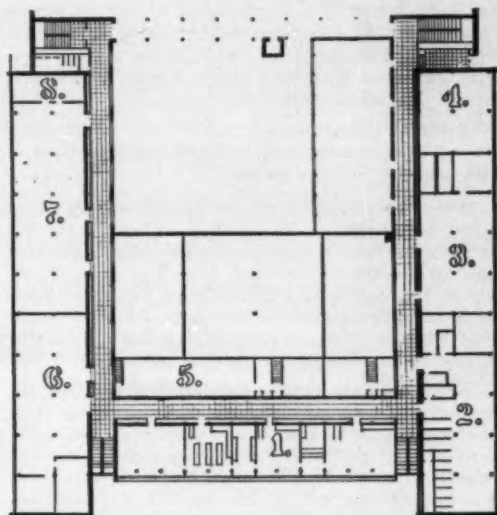
GROUND FLOOR

- 1. & 2. Entrance Lobbys
- 3. Administration
- 4. Machine Shop
- 5. Boiler Room
- 6. Electrical Rooms
- 7. Storage
- 8. Locker Rooms
- 9. Receiving Elevator
- 10. Parking Court
- 11. Barber Shop
- 12. Woodworking
- 13. Motor Mechanic Shops
- 14. Diesel and Steam Shops

VANCOUVER VOCATIONAL INSTITUTE

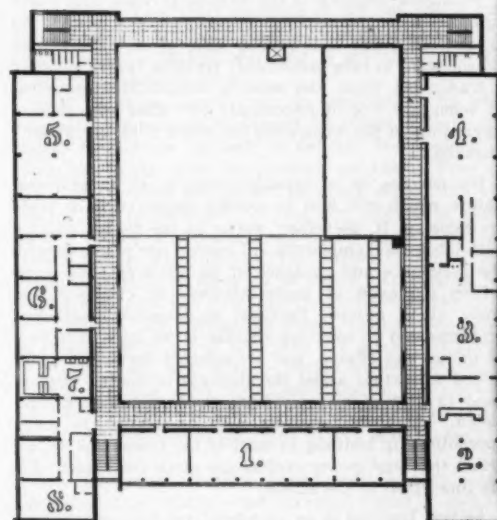
1. Chemistry and Physics Labs.
2. Welding Shops
3. Plumbing
4. Refrigeration
5. Motor Mechanics Classrooms
6. Electrical Shops
7. Building Services
8. Shoe Repair

1st FLOOR



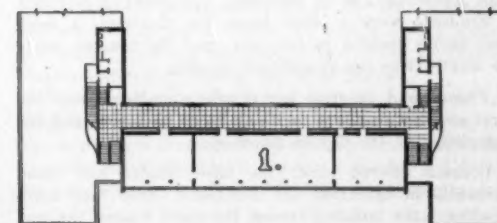
1. Classrooms
2. Dining Room
3. Training Kitchens
4. Cafeteria
5. Watch Repair
6. Office Practice
7. Home Economics
8. Nursing Wards

2nd FLOOR



1. Navigation and Radar Classrooms

3rd FLOOR



"The student leaving high school will find a job that has some future to it by preparing himself or herself at the Institute. Employers will be giving special consideration to graduates of the Institute because these same employers have been assisting with the preparation of the courses offered.

"You need a job,—the Institute has the facilities and trained staff to assist you. Let's get together and do a little planning for your future.

"You may be a young man or woman who left school a year or two ago, and who has still not been established properly. In fact, you may have been simply marking time in a series of dead-end jobs. You are still not beyond help and in all probability the Vancouver Vocational Institute can provide that help. Why not discuss your situation with advisors at the Institute at the earliest possible moment?

"New Canadians (young immigrants) will find the Vancouver Vocational Institute an easy stepping stone to a new future. In fact, it will provide the answer to many of their problems. It will offer, a chance to overcome language difficulties, an opportunity to acquire new customs and new friends. All this is available to the young immigrant while he is preparing for a chosen vocation at the Institute."

Vocational training at the Vancouver Vocational Institute is designed primarily for three groups of people: (1) those young men and women who, after leaving high school, want to take preliminary training before entering a trade; (2) those who wish to rehabilitate themselves in some new line of endeavour; (3) those who require upgrading in the occupation in which they are already engaged.

Its purpose is to provide training of a vocational nature which will lead to gainful employment in trade or industry. It, therefore, works in the closest alliance with labour and employers. All courses are prepared with the assistance and guidance of an advisory trade committee composed of representatives of employer and trade union groups. Personal guidance on individual problems and in selecting courses is an important part of the service offered, and a placement service is maintained to further assist the students in finding employment in particular trades when training has been completed. Therefore, students are encouraged to enter apprenticeship training in most of the trades and appropriate time and money credits are given the student for his time spent in the school.

As this training is on an adult level fees are charged ranging from \$5.00 to \$15.00 per month according to the courses taken. Uniforms and overalls are supplied and laundered, and all necessary equipment is provided.

Students work a seven hour day, five days a week and twelve months in the year, and the courses range in length from ten to eighteen months.

Theory and practice are closely correlated with the first one or two hours each day spent on theory and the remainder of the day in practice.

Courses offered cover the basic trades and those presently in operation are organized under four main headings: the building trades, the metal trades, the ser-

vice trades and the navigation and engineering trades, as follows:

Building Trades

- Carpentry
- Electricity
- Heating and Refrigeration
- Painting and Decorating
- Plumbing

Metal Trades

- Automechanics
- Autobody and Fender Repair
- Drafting
- Machine Shop
- Welding

Service Trades

- Barbering
- Beauty Culture
- Chef Training
- Commercial
- Logging Camp Timekeeping
- Power Sewing
- Practical Nursing
- Shoe Repairing
- Tailoring
- Watch Repairing
- Waitress and Fountain Service

Engineering

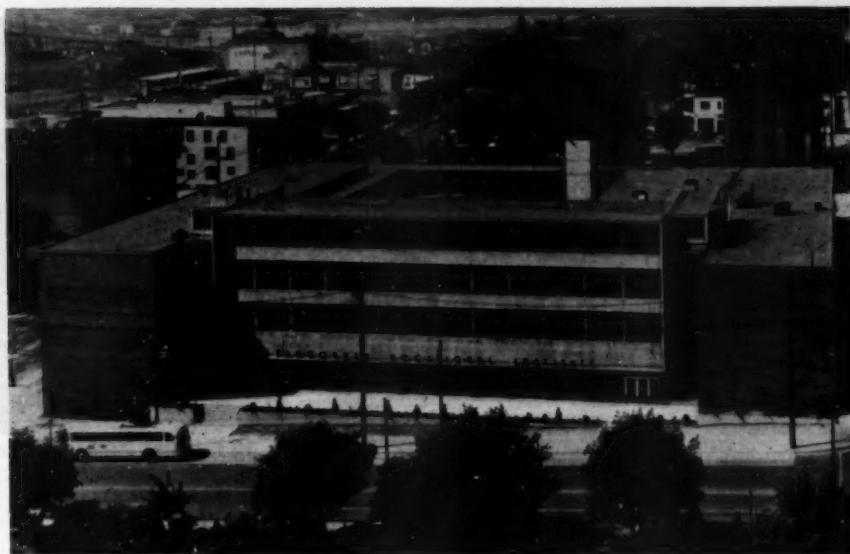
- Diesel Engineering
- Marine Engineering
- Stationary Engineering
- Navigation

In the Building Trades, courses are offered in Building Construction, Woodwork and Joinery, Electricity, Heating and Refrigeration, Painting and Decorating and Plumbing. Work in all these shops is full size and may consist of the erection of a bungalow, the building of concrete forms, the construction of furniture, kitchen cabinets, sashes or doors; the installation of plumbing, heating and electrical fixtures, or the complete decorating of a modern home.

The Metal Trades include Autobody and Fender Repair, Automechanics, Machine Shop, Welding, and Drafting. In the Autobody and Automechanic Shops, cars are taken in for repair as they would be in an ordinary garage. Careful selection of these jobs by the instructors enables the students to gain actual experience on all types of automotive repair. If you visit the school, you may see a Packard or a Lincoln, an Austin or a Ford under various stages of overhaul. The Machine Shop is equipped with all the latest machines that one would find in any modern shop in Vancouver. Work on castings, engine blocks, and other full-scale projects is performed by the students in this course. In the Welding Shop, both oxyacetylene and arc welding are taught and the various makes of arc welders are used so that the students may become familiar with all types of equipment. The Drafting Course includes both mechanical and architectural drafting, and leads to positions as Juniors on the drafting offices of either engineering or construction companies.

The Service Trades have the greatest number of specialized courses in operation—Barbering, Beauty Culture, Chef Training, Commercial, Logging Camp

AERIAL VIEW VANCOUVER VOCATIONAL INSTITUTE BUILDING



Timekeeping, Power Sewing, Practical Nursing, Shoe Repairing, Tailoring, and Watch Repairing. Space does not allow us to outline these courses in detail, but Practical Nursing and Waitress Training might be used as examples. In the former course, the student spends four months in school and the remainder of the year's training in the hospitals of the lower mainland. The work both in the school and in the hospitals is supervised by two registered nurses and the standards of this course are set by the Registered Nurses' Association. Fees are charged for the first four months, but when the student enters the hospitals, she is paid for her work.

In the latter course, the trainee starts in the cafeteria bussing, handling the coffee urns, and operating the cash register. From there she passes to the dining room where she learns tray service, arm service, French service, cashing and hostessing. During the break periods, she takes her turn in the coffee bar handling all phases of soda fountain work. The demand for these students is greater than the supply and often outside part-time work is arranged in the better class restaurants and dining rooms of the city while the student is taking training.

The Navigation Course is designed for men with sea time who wish to qualify for higher positions under the Department of Transport Regulations.

There are three Engineering Courses—Diesel Operators, Marine and Stationary Engineering. In the Diesel Shop, the students work on different makes of Diesels along with various generators, pumps and testing devices to which the Diesels are connected.

The Marine and Stationary Courses which operate on a full-time or part-time basis are designed to allow seamen, when ashore, or stationary engineers, when off shift, to qualify for higher tickets.

* * * *

Vancouver Vocational Institute is not one school but twenty-five little schools each independent so far as course of training and operation is concerned, but all operating under one roof.

Each of these day courses is operated in its own shop and there is no movement of students from one course to another, as each is entirely independent of the other. In the main, the students are adults. They all pay fees. Courses are offered to young people who are looking for employment, or they are offered to those already employed who attend school during their holiday time for up-grading studies. The Barbering school, for example, is entirely made up of young men looking for employment and who have had no previous employment in this trade. The Navigation school, on the other hand, is entirely made up of men who are already employed in the field and who wish to obtain higher certificates so that they can apply for higher jobs. In this division sea time is required before the students can attend the school. Approximately one-third of the student body is of this type.

The foregoing describes pretty well the day school operation of the institute but the night school is operated on an entirely different basis. Approximately two thousand attend the night school and they are made up of apprentices and journeymen in various trades who wish to extend their knowledge of the trade. The apprentices are required by law to attend two nights a week during the winter season, while journeymen attend up-grading classes voluntarily during the same period.

The day school operates twelve months per year and there is a fairly rapid turnover in students because of the short term courses. Approximately five hundred day students attend the institute at any one time, and during the year we will probably handle fifteen hundred students.

Dean H. Goard, Principal.



Fisher Park High School, Ottawa—Left: Holland Avenue Entrance; Right: Harmer Avenue Entrance. A wide corridor joins these entrances.

FISHER PARK HIGH SCHOOL

Ottawa, Canada

HAZELGROVE & LITHWICK, ARCHITECTS, OTTAWA, ONTARIO

THE Fisher Park High School was designed to accommodate twelve hundred pupils in academic, commercial, and vocational courses. It is situated at the core of a fine residential district, largely of recent development, near the then Westerly boundary of the City of Ottawa. Since the erection of the building, the annexation of adjacent municipalities has resulted in it being several miles within the city limits.

Fisher Park is a city owned park of some eight acres bounded on three sides by city streets or residential property, and on the fourth side by the Pembroke branch line of the Canadian National Railway. This line, known locally as the "Cross Town Track", is carried on an embankment above the general level of the park, and the slow gestation of the National Capital Plan will result in its eventual disappearance. The presence of this railroad track was an important consideration in the planning of Fisher Park High School. Those familiar with the Ottawa scene will appreciate that it would have been imprudent to develop a scheme based on the much to be desired removal of the "Cross Town Track", especially as there is a possibility of the track allowance being converted into highway. In this case the embankment would remain.

There were other considerations arising out of the use of Fisher Park, which determined the shape of the building, a shape which a casual glance at the plan may deem to be peculiar, but which in actual operation has proven to be successful.

Fisher Park provided a splendid setting for the building, but as mentioned previously, the park is a City owned property, used intensively as a recreational area. By agreement with the City, the Park will con-

tinue in use as a public playground, administered by the Collegiate Institute Board. The limitations imposed by this condition meant that the school building had to be planned at one end of the site, and the South end was chosen as it offered the best approach to the available streets East and West, from which directions come most of the pupil population.

The South side of the site is the end abutting the railroad track, and this side cuts across the otherwise rectangular shape of the land at a sharp angle. There is another limitation which affected the plan greatly, and which is not apparent now that the building is complete. Traversing the only practicable part of the park on which to erect the school were several large sewers, one being a six foot storm sewer which takes care of the flood water of several square miles of the West End area. Obviously it was impracticable to divert these sewers without enormous expense, so the Architects were left with the problem of designing the building in the area between the sewers and the railroad track.

The only other possible arrangement would have led to the destruction of a magnificent group of elm trees, an alternative which an outraged public would have categorized rightly as soul-less vandalism.

So much for the preliminaries. Few sites are perfect. Fisher Park appeared to be approaching the ideal, but the Architects may be forgiven if they enjoyed some mental reservations as to perfection cum railroad track cum sewers.

The first major decision on planning was to face all classrooms into the Park, thus blanking off the study areas from the railroad.

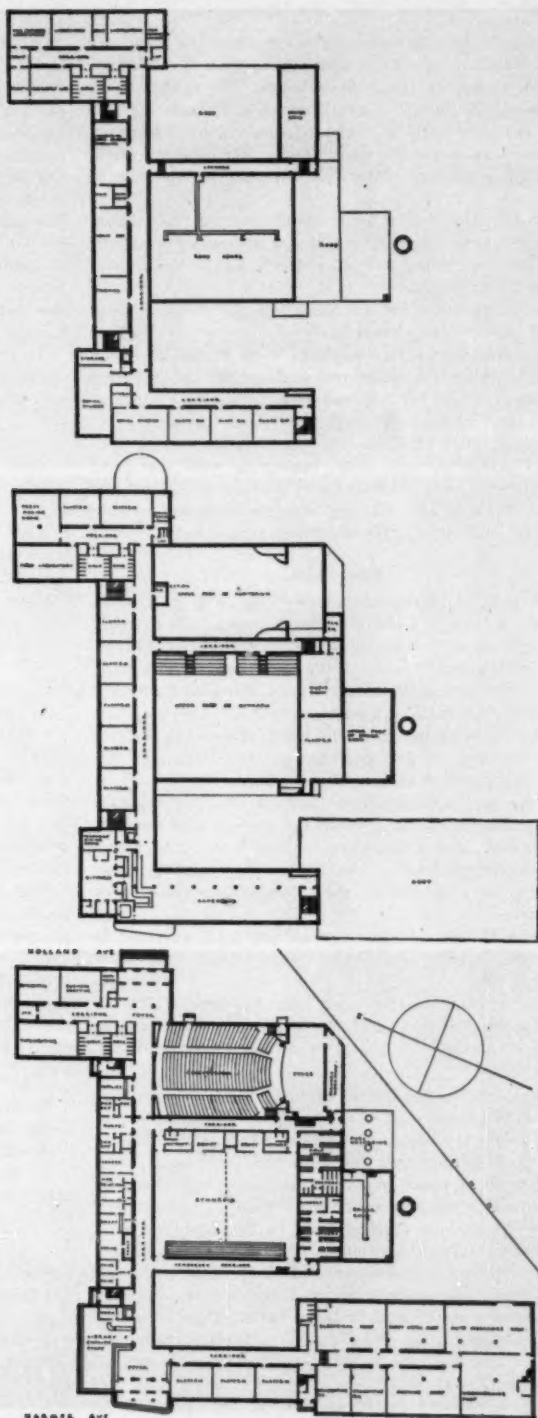
FLOOR PLANS

THIRD FLOOR

SECOND FLOOR

FIRST FLOOR

OCTOBER-NOVEMBER, 1951



Approach to the entrances being from the East and West boundary streets, it was logical that the axis thus formed should be the main corridor. The central block of the school therefore developed as a through corridor with entrance halls at each end, and with class rooms on the park side, and auditorium, gymnasium, power plant and a space for future development, on the railroad side.

The available length being insufficient for the number of class rooms required, a wing was developed entered from the East entrance hall, and referred to hereinafter as the North Wing.

The sharp angle on the south side of the site, mentioned previously, proved to be a blessing in disguise as it provided area for the shops wing at the West end of the building, a location remote from the general class rooms but not so far removed as to bring the vocational pupils into dis-harmony with the school spirit.

A description follows of the accommodation and special layout on each floor, beginning with the First Floor which is only slightly above grade level. References to the Holland and Harmer Avenue entrances are to the East and West main entrances respectively.

First Floor

The Holland Avenue entrance is set well back from the street, with a paved approach roadway. Both main entrances open into spacious entrance Halls or Foyers, that on Holland Avenue being designed to serve the public when the auditorium is used for gatherings not related to the regular school assemblies. A twelve foot corridor runs the length of the building between the two entrances, and on this floor and on the Park side are the administrative offices. These embrace the offices of principal and vice-principal, general office, conference room, guidance rooms, a room for storage and issuance of supplies, and a complete medical unit. The latter includes accommodation for doctor and school nurse, two sick bays, a waiting room, and appropriate toilet facilities.

At the Harmer Avenue end of the main corridor is a spacious Library and English study room, with work room adjacent.

Leading from the main corridor are two staircases running the full height of the building, and providing direct entrances and exits to Fisher Park and the playing fields.

While still in the main corridor mention must be made of the elevator. Elevators are not standard equipment in most schools. The Collegiate Institute Board after much deliberation felt that the installation of a push button elevator would enable the school heads to exercise more efficient supervision over an area which the site limitations decreed must be developed in multiple stories. This contribution towards the elimination of heart trouble is much appreciated by those members of the staff who do not desire their journey towards the steep ascents of heaven to be hastened by intensive preliminary training. It is also a refreshing acknowledgment that ability to climb is not a pedagogical requirement.

Safety is assured as the elevator is key operated. A

further and important use is for the movement of pupils suffering from a physical disability which would otherwise prevent enjoyment of full use of the school facilities.

The North Wing approached by a corridor from the Holland Avenue entrance hall, is designed for eventual extension which will provide ten additional classrooms. On the first floor this wing is allocated to commercial subjects, with rooms for typewriting, bookkeeping, business practice, and a small room for the department head.

Coming now to the development of the plan on the South (or railroad track) side of the main corridor, the greater part of this area is occupied by the Auditorium and gymnasium.

To those unfamiliar with local conditions it may appear strange that the auditorium should be located on the railroad side of the building. In reality no problem is involved, as the passage of regular trains has reached an irreducible minimum.

The auditorium has a seating capacity of seven hundred and fifty-four. It has a large and fully equipped stage, and complete sound equipment.

The design of the auditorium is rectangular in plan with acoustic corrective curves and treatment which were carefully calculated, and proved to be very satisfactory. The floor is of the ramp and dished type giving clear view of the stage from all seats.

The gymnasium is designed for dual use, the floor area being 72 feet x 100 feet, converted by means of folding doors into two separate gymnasias 50 feet x 72 feet. Instructors' rooms and storage rooms are provided for each gymnasium, and over these rooms is a fixed bleacher gallery approached from the second floor of the school. At the gymnasium floor level opposite the fixed bleachers is a bank of folding bleachers. At the rear of the gymnasium are locker, shower, and toilet rooms for boys and girls, and behind these rooms is the boiler house.

The remaining wing on the First Floor, to which previous reference was made, is the Shops Wing, approached by a corridor from the Harmer Avenue entrance hall. There is a connecting area before reaching the shops which includes several class rooms. The shops wing is a high ceiling one-storey structure, designed on shop principles, and houses draughting rooms, machine shop, electrical shop, woodworking shop, and auto-mechanics shop.

Second Floor

On the main corridor and over the Holland Avenue Entrance Hall are class rooms, while the North wing houses the Dressmaking Room and the Food Laboratory.

At the West end of the main corridor is a large cafeteria with separate teachers' dining room, and a completely equipped kitchen.

Third Floor

The rooms off the main corridor are all used by the Art Department, and are larger than the standard class room. They include rooms for industrial arts, crafts, and clay modelling, a kiln room, commercial art and painting rooms, and a small office for the department head.

(Continued on page 38)

FISHER PARK HIGH SCHOOL

LIBRARY



GYMNASIUM



AUDITORIUM



FISHER PARK HIGH SCHOOL

In the North wing are concentrated the laboratories, including two for physics, a general science laboratory, a chemistry laboratory, equipment and preparation rooms.

The Harmer Avenue wing contains rooms for social studies and class rooms.

The foregoing is necessarily a very general description.

(Continued from page 36)

Perhaps mention should be made of teachers' rooms for men and women, and of sundry details such as the modern sound system which operates throughout the school. It is hoped that study of the plans coupled with this description will enable those interested to obtain an idea of the development and function of this large undertaking which has been received with enthusiasm by those who teach and those who learn.

THE SPOTLIGHT ON EDUCATION

Boards of Education in Democracy

It would be difficult to maintain an educational program in a democratic society if the citizens in a community did not assume the responsibility of providing for their schools. They do this by electing representatives to serve on boards of education.

The board of education has thus been established as the agency responsible for the operation of a school system meeting the needs of a community. The board has delegated the work of teaching children and adults, the educational function, to its professional personnel.

The professional personnel has a splendid opportunity to encourage the development of an adequate educational program in a community through a functioning board of education. The gap that exists between what educators think is desirable and what the board is willing to provide, is a stabilizing influence in educational progress.

There is a need, however, for clarification of the functions of the board of education. Society and the teaching personnel do not always recognize that the board should plan for, put into operation, and evaluate an educational program; and employ a professional, competent staff to direct an instructional program.

This system and organization of education has been recognized as a pattern that is efficient when education is thought of as a co-operative venture between the board of education and the professional personnel; efficiency is derived when these two groups function as a whole.

G. Harold Silvius, American School Board Journal.

Travelling Art Exhibits

Many American communities too small to have their own art museums are being introduced to the works of artists from different countries by fifty travelling art exhibitions sponsored by the American Federation of Arts.

The Federation will bring twenty-nine new exhibits to the United States next year, including a collection of Italian drawings from Rome, and a display of posters by leading French artists. At present works loaned by museums in the United States, Mexico, Great Britain, the Netherlands, Switzerland and Italy are on exhibition.

A Miniature U.N. Centre in New York

As part of its programme of direct support for the United Nations, the Carnegie Endowment in the United States is constructing a "little United Nations" building not far from U.N. headquarters in New York City.

(Continued from page 18)

The building will provide conference rooms for Government and non-Government experts on international problems, a large auditorium for public meetings and a library on international law and world affairs. It will also house the offices of private, non-profit organizations devoted to improving standards of education, health, public welfare and labour in the international field.

The centre, which will be completed in 1952, will resemble the new United Nations building on a smaller scale.

Institute of International Education Plans Arts Programme for 1952

Artists from 24 countries will be meeting in the United States during January, 1952, for the Third Annual International Arts Programme organized by the Institute of International Education in New York. A joint grant of \$53,730 to finance the project has been made by the Rockefeller Foundation and the Ford Foundation.

The course, which lasts three months, will unite professional artists in the fields of architecture, painting, sculpture, literature, music, choreography, directing and scenic design.

Twenty-four nations have been invited to select a representative, and competitions for the awards are being organized by the United States embassies in these countries. The award covers return transportation, maintenance for a three-month period and travel within the United States.

The Mid-Season Conference O.A.S.B.O.

This conference has proven so beneficial in the past, that it has been decided this year to increase it to a two day session which will be held in Niagara Falls on a date to be decided, but probably late in January, 1952.

Character and Good Manners

"I have boiled down the importance of education to just two things, character and good manners. A man or a woman who can develop good character with good manners is educated because everything else will come. Without those two things there is no use of having schoolhouses and schoolteachers because you cannot do anything with people who have not developed these two all-important things—character and good manners."

Nicholas Murray Butler.

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ANNUAL CONVENTION Canadian Education Association

The highlight of the Annual Convention of the C.E.A., held this year in Saskatoon, was the presentation of the fourth and final report of the Canadian Research Committee on Practical Education. The report entitled, "Better Schooling for Canadian Youth" was printed in advance of the convention, and contains the considered recommendations of the committee after four years of research and study. It stresses throughout its pages the opinion that the aim of education is the development of good citizens, and places special emphasis on a return to fundamentals in the school curriculum, e.g. English and arithmetic.

Two other important recommendations embodied in the report are that the minimum legal school-leaving age, both urban and rural, be set at 16 years in all provinces, except in certain specific exemptions, and that community institutes should be established to provide part-time education for those between the ages of 16 and 18 years, and even for people of more mature ages. The reason for the latter recommendation is that education does not end when attendance at school ceases; today, education is recognized as a life-long process.

* * * *

Second only in importance to the report of the Committee on Practical Education was a National Conference of School Inspectors and Superintendents called to consider the problem of educational leadership throughout the country. To this end the C.E.A. invited each provincial Department of Education to select two leading school inspectors (Note: In Alta., Sask., N.B., superintendents; in B.C., Man., Ont., Que., N.S., P.E.I., Nfld. inspectors) to confer on their present duties and problems and on effective ways of providing educational leadership.

The W. K. Kellogg Foundation of Battle Creek, Michigan provided funds for the conference. The Foundation was represented at the conference and is now considering giving substantial aid to the C.E.A. to carry out the research program adopted.

As stated by Mr. F. K. Stewart, Executive Secretary of the Association, the most striking development in Canadian education in the past ten years has been the organization of the larger area of school administration. This conference, therefore, is a first step in a general program to study and implement more widely the best ideas found in these new and experimental divisions of school administration.

The C.E.A., primarily a body of administrators, will study methods of leadership which will utilize the knowledge and skills of Canadian teachers. Having recently carried out extensive national studies on the teaching profession itself, on school health conditions, and on the need for more practical high school courses, the C.E.A. now plans one on supervision.

In attendance at the conference were all deputy ministers of education and representatives of faculties of education and of major city school systems.

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THE SCHOOL PROGRESS BOOK SHELF

The Canada Year Book, 1951—Dominion Bureau of Statistics, Ottawa. Paper bound copies for teachers and educationists \$1.50; Cloth bound, \$3.00.

There is no doubt but that the Canada Year Book is the most important single publication issued in the Dominion each year, and each year it is growing steadily in importance. It is recognized by thousands of Canadians in office, library, classroom and home as an invaluable source of authentic information regarding the national economy and the people's welfare. For this reason, each new volume as it is published should find an immediate place on the shelves of every school library in the country. Now that the 1951 edition is available, the writer urges all schools to order their copies without delay.

The 1951 edition, of course, surpasses the former volume. Not only is Canada growing phenomenally but the information services contained in the report are being continually expanded. Additions and revisions this year include a special article on Hydro-Electric programmes and a comprehensive one dealing with the Indians of Canada, describing the history of the people, their administration, and welfare work being carried on among them. More complete statistics on Newfoundland are provided. Other subjects treated specially are geology, migratory bird protection, soil zones, irrigation, land conservation and forest economy.

The volume is replete with charts and maps and is thoroughly indexed. It contains more than 1,200 pages of authoritative text and statistics. Teachers and educationists writing for copies should send direct to the Dominion Bureau of Statistics, Ottawa, giving their position and status in their school to obtain the special price of \$1.50 for paper bound copies.

Principles and Practices of the Guidance Programme by Glenn E. Smith—MacMillan, \$3.25.

The aim of this book is to give undergraduate and graduate students an understanding of the nature and purpose of guidance services in the modern school. At the same time it should be a very useful text for in-service training, first to make teachers familiar with the nature and scope of guidance services, and second to help them develop some of the competencies required of all staff members as guidance workers.

The author states that the book is concerned with the how, the why and the what of guidance services. Accordingly, he has arranged his text in three main divisions. After an introductory chapter entitled, "A Point of View", in which he defines and explains his conception of the full meaning of guid-

ance services in relation to both students and staff, he proceeds in Chapter 2, "Guidance Services Yesterday and Today" to deal with the "why" of this service and discusses early experiments in the field. Guidance is treated as a service to the student as a whole organism with many needs—vocational, educational, social, civic, moral, etc.

In Chapter 3, "The Nature of Guidance Services", he presents a brief overview of guidance activities to serve the purpose of introducing subsequent discussion dealing with the "what" and the "how" of a guidance programme. This discussion continues through to Chapter 10.

Chapter 11 is entitled, "Evaluating Guidance Services" and presents simple suggestions for appraising the guidance programme in connection with a school. Chapter 12, "Guidance Services Tomorrow", considers the development of guidance services and factors which may be expected to affect the future growth of the guidance programme as an essential service in the modern educational process.

This is a book which should certainly be added to the staff library of every progressive school keen on making its guidance services a success.

Centennial Story of the Board of Education of the City of Toronto 1950—Nelson, \$3.50

Last year was the centennial year of the Board of Education of Toronto, and many functions were held during the year to mark the occasion. Not the least of the activities of the 1950 Board in this connection was the preparation and publication of *Centennial Story*, describing in word and picture one hundred years of the progress of education in Toronto as the city developed from a small town and no schools in 1850 to become Canada's second largest metropolis with 109 public schools in 1950. *Centennial Story* is an account of how the school boards of these hundred years developed the school system through the patient work of hundreds of citizen board members, aided by thousands of teachers and administrative staff members. Many of these men and women are given proper credit in the pages of the book which thus becomes a monument to their work in the schools of the city.

To Dr. E. A. Hardy, Chairman of the Centennial Committee of the Board goes the chief credit as director of the project. He was ably seconded by the staffs of the schools and administrative offices, and particularly by Honora M. Cochrane, who acted as editor.

Many Torontonians will find particular interest in this report which is replete with names and anecdotes which will bring back memories of school days.

Farm Life in Ontario—Ontario Department of Agriculture, Provincial Government Buildings, Toronto.

The Ontario Department of Agriculture has issued a lavishly illustrated booklet entitled, "Farm Life in Ontario" which, in the writer's opinion, is a perfect text book on the subject, and should be placed in every school of the province, in many cases in class lots.

The book covers the whole agricultural scene—geography, climate, soil crops, poultry, animal husbandry, markets, farm management and cultural education and recreation. The text is concise, packed with interest as well as information, and the wealth of up-to-date illustrations not only make the whole presentation attractive, but are well chosen to point up the text itself. In the opinion of the writer, "Farm Life in Ontario" performs a much needed task for the province in showing how important the agricultural industry is to the province, and more important still, how satisfying it can be as a life career for young Canadians. The writer takes this opportunity to compliment the Department of Agriculture on a job particularly well done.

An Introduction to Child Study by Ruth Strang—Macmillan, \$4.75.

An understanding of child development is as basic to the professions of home-making, teaching, social work and other sectors of the field of child welfare as a knowledge of physics is to the engineer. Indeed, if people generally and particularly parents, understood human growth and development better, they could contribute much more to the welfare of children, and so help to build a better world. This book on child study by a well-known authority in the field is designed to help anyone, not just special students, by providing a source of basic information on child growth and psychology. That it has succeeded in its purpose is proven by the fact that this is the third edition to be published.

This third edition, however, has been thoroughly revised and brought right up-to-date. In it Miss Strang has aimed to provide a text that gives as comprehensive a coverage of the subject as possible for beginners. Some of the important features of the new revised edition are as follows: (1) presentation of information about characteristic sequences of behaviour and also variations from expected behaviour; (2) discussion of possible causes and explanations of children's behaviour; (3) description and explanation of how children learn; (4) description of conditions that are conducive to wholesome child and adolescent development; (5) instruction in methods of child study and guidance, including suggestions for obtaining practical experience with children and adolescents; (6) additional references to books, articles and films which will broaden the understanding of children.

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Ministry of Education Publications—United Kingdom and Wales and Scottish Education Department. U.K. Information Office, 275 Albert Street, Ottawa. Prices shown below.

It is felt that many readers will be interested in the following special official publications from Britain which have now been made available through the U.K. Information Office at Ottawa.

Education 1900-1950: The Report of the Ministry of Education and the Statistics of Public Education for England and Wales for the year 1950. \$1.70.

Educational Endowments in Scotland: Report of the Committee appointed in January, 1950, \$.50

Secondary Education: A Report of the Advisory Council on Education in Scotland, \$.75.

Education in Scotland in 1950: A Report of the Secretary of State for Scotland, \$.65.

Our Changing Schools: by Roger Armfelt. \$.35

Guide to the Educational System of England and Wales: Ministry of Education No. 2, \$.30.

Building Bulletin No. 1: New Primary Schools—Ministry of Education, October, 1949, \$.30.

Building Bulletin No. 2: New Secondary Schools—Ministry of Education, February, 1950, \$.50.

Building Bulletin No. 3: Supply of Building Materials in 1951—Ministry of Education, October, 1950, \$.05.

Building Bulletin No. 4: Cost Study—Ministry of Education, March, 1951, \$.30.

Report of the Technical Working Party on School Construction: Ministry of Education, 1948, \$.30.

Young Citizens at School: A Report on Experiments in Education for Living, \$.30.

Citizens Growing Up at Home, in School and After: Ministry of Education Pamphlet No. 16, 1949, \$.30.

Training for Citizenship: A Report of the Advisory Council on Education in Scotland, \$.25.

School and Life: A First Enquiry into the Transition from School to Independent Life, \$.65.

An Introduction to Contemporary Knowledge by C. E. M. Joad—Macmillan.

"The purpose of this book is to give . . . the reader . . . and I am assuming the age range to be somewhere around eighteen years of age—a picture of the world in which we live. At about this age one first begins to ask the sort of questions with which this book is concerned: What is the physical world like? Of what sort of material is it composed? What are the point and

purpose of living? What is the origin of life? How did the human adventure begin? What has been its past and what is likely to be its future?—the aim being to obtain some sort of a perspective of the whole meaning of life and the need of such a perspective was never greater."

Thus in his introduction the author tells his students and readers what he aims to do for them which is, in brief, to help them gain a sound philosophy of life on earth by providing a perspective of human knowledge.

An Introduction to Contemporary Knowledge is a small book of only 119 pages, but few modern volumes of many times its size contain so much information about the world and the universe and man's place in the whole scheme of things. Written specifically for young people at the time of intellectual awakening it is an eminently sound book and should fill a very important need in the senior high school grades for students entering upon adulthood.

C. E. M. Joad, M.A., D.Lit., the author of this book, needs no introduction as an expositor of philosophy. Reader in Philosophy in the University of London and Head of the Department of Philosophy, Birbeck College, he is also the writer of many works designed to expound and interpret philosophical ideas to those who have no previous philosophical training.

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Active Citizenship, by Harry Bard and Harold S. Manakee. A book to help provide the opportunity for students to get an active citizenship education. Jr. H.S. Winston, \$3.75.
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The Artist in Each of Us, by Florence Cane. 166 pictures in black and white, 22 in full colour. McC. and S., \$8.00.

B
The Black Cats and the Tinker's Wife, by Mary and Margaret Baker. A book filled with fascinating animated silhouettes. Grades K-1. Dodd Mead, \$2.50.
Boy's Book of Famous Fliers, by Capt. J. J. Grayson. A story of aviation which includes true stories of men who made aviation history. Grades 5-9. World, \$.69.
Boy's Book of Famous Soldiers, by J. Walker McSpadden. Biographies revealing the stories behind their courageous deeds. Grades 5-9. World, \$.69.
The Boy's Book of Sport, by Carlton Wallace. The most complete book on sport for boys yet published. Illustrated. Ryerson, \$3.00.
Blackie's Small School Dictionary. A new, clearly printed dictionary aimed at school use. Ryerson, \$.69.
Builders for Progress, by Mathilde Schirmer. Benefactors of mankind. Grade 6-9. Ryerson, \$2.00.

C
The Capture of the Golden Stallion, by Rutherford G. Montgomery. An interesting story of the taming of a wild horse. Illustrated. Grades 6-11. Little Brown, \$3.00.
Camperdown Captains, by C. M. and H. R. Bennett. An English school story stressing sports and adventures. Grades 5-6. Ryerson, \$.75.
Chico, by Eda and Richard Crest. Two Mexican children go in search of Tlaloc, the Rain God. Grades 3-4. Ryerson, \$2.00.
Community Resources, by John E. Ivey. Contains chapters on: Raw Materials of Communities, Conservation, How to Build New Communities etc. Jr. H.S. Winston, \$2.90.
A Course on Plastics for Schools, by L. Feather. Plastics as a medium for craftwork or manual training. Grades 7-8. Ryerson, \$.65.

D
Days of Adventure, Edited by Guy Bond and Mary Cuddy. A basal reader for Grade 5. Illustrated in colour. Ryerson, \$2.45.
Dear Uncle Looy, by Peggy Gulick and Elizabeth Dresser. Sing, Sang Sung and Willie in a story about a surprise present they receive from Uncle Looy. Illustrated. Grades K-2. Knopf, \$2.25.

F
Fox Eyes, by Margaret Brown. This tale of a spying fox is written for the nursery audience. Grade K. Illustrated.

McC. and S. Cloth, \$2.25. Board, \$2.00.
Freddy Rides Again, by Walter R. Brooks. Another story about Freddy, the popular pig. Illustrated. Grades 2-6. Knopf, \$3.00.
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H
How to be Attractive, by Joan Bennett. A guide to the pursuit of loveliness by one of America's most attractive women. Illustrated with photographs. Grades 7-13. Knopf, \$3.50.
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Mary and Bill, by Gertrude Hildreth. Pre-primer, pre-level 1 containing 22 words to be used with the Easy Growth in Reading Series of Readers. Winston. **Meeting New Friends**, Edited by Guy Bond and Mary Cuddy. A basal reader for Grade 6. Illustrated. Ryerson, \$2.45. **My First Book of Fairy Tales**. Three Bears, Jack and the Beanstalk, and Cinderella, very simply told for children. Ryerson, \$1.75.

My First Picture Dictionary, by C. Almond. The ideal book to entice the young reader to master the spelling and meaning of simple everyday words. Ryerson, \$1.75.

My First Schoolbook, by Gertrude Hildreth. Reading Readiness book to be used with Easy Growth in Reading. Kindergarten. Winston, \$1.75.

N

Neighbours in Latin America, by Norman Carls, Frank E. Sorenson. The latest book in the "Our Neighbours Geography Series. Grades 6-8. Winston, \$3.60.

"Our Latin American Neighbours", by H. M. Brown. Social Studies text of the South Americas. Grades 8 and 10. Nelson, \$3.45.

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Tim and his Hearing Aid, by Eleanor C. Ronnei and Joan Porter. Conveys important information designed to bridge the critical period for a child learning to use a hearing aid. Illustrated. Grades K-3. Dodd Mead, \$4.25.

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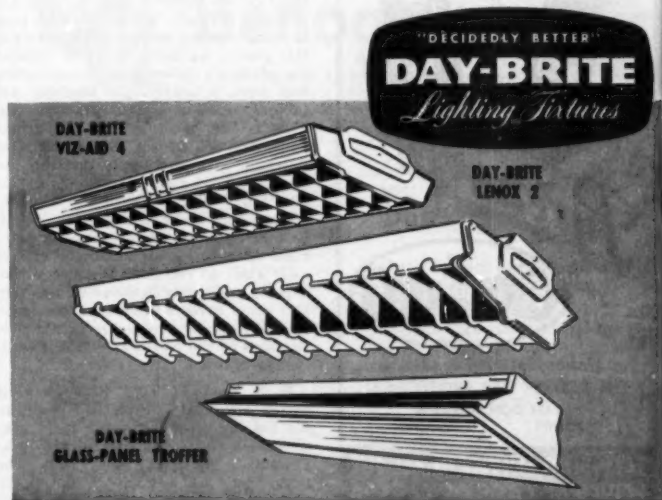


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CBC School Broadcast Programme Commencing October 5th



This picture shows an informal get-together at the National Advisory Council on School Broadcasting. Figures from left to right are: R. S. Lambert, CBC Supervisor of School Broadcasts; Dr. W. P. Percival, Director of Protestant Education, Quebec Department of Education and Chairman of National Advisory Council on School Broadcasting; A. Davidson Dunton, Chairman, Board of Governors, CBC; and R. L. Bushnell, Director General of Programs, CBC.

A year and a half is a long time for a broadcast to be in the planning stage. But in the case of the CBC National School Broadcasts, which returned to the networks on Friday, October 5th, every moment of that year and a half has been needed. Not only must these broadcasts conform to the highest broadcasting standards, but also, they must represent the best in teaching technique. So, for a year and a half radio writers and classroom teachers have been working together to prepare twenty-five programmes for the coming season which match up to this dual standard.

Heard every Friday in more than a third of the nation's schools, they are used by teachers as an integral part of their regular lessons. For example, this year a teacher wishing to awaken the student's interest in Conservation will have a tailor-made teaching aid around which he can build his lessons. This is the series of five programs which the well-known scriptwriter, Len Peterson, has written to motivate an interest among young Canadians in this vital topic. Working with him throughout has been his educational consultant, Ken Prueter, who is supervising principal of a large urban school system and also a recognized conservation expert. Such combinations of teaching and radio experts have been used successfully for several years in the preparation of the National School Broadcasts.

R. S. Lambert, CBC Supervisor of School Broadcasts, gives full credit to the teacher-consultants for their contributions to the success of the programme. "Without their help," he adds, "we could not have achieved the phenomenal growth which has taken

place over the past few years in our listening audience."

The National School Broadcasts, heard every Friday in all parts of Canada, are fully outlined in a CBC publication, *Young Canada Listens*, just off the press. In it each broadcast to be heard in the coming season is outlined in detail for the benefit of teachers using them. Among the various series into which the year's programme is divided, one of the most interesting appears to be that dealing with famous Canadians. Under the title, "They Made History", episodes from the lives of William Lyon Mackenzie, Louis Riel, Sir James Douglas, Sieur de Maisonneuve and Dr. William Carson will be dramatized. Other series will deal with Canadian wild life—Conservation, the British Commonwealth of Nations, and modern Canadian achievement. Again this year, five National School Broadcasts will be given over to a full-length radio version of a play by Shakespeare. This year it is to be "Julius Caesar", produced by Lola Thompson, with a commentary for students prepared by James Bannerman.

In addition to the National School Broadcasts *Young Canada Listens* lists the many provincial school broadcasts presented jointly by the CBC and the various provincial departments of education. The third type of educational broadcast mentioned is the popular pre-school programme, "Kindergarten of the Air", which has already returned to the networks. This programme, prepared and presented by kindergarten experts, under the supervision of the CBC School Broadcasts Department, is planned to give pre-school children preparatory kindergarten training in their homes.

B.C. Launches Course in Visual Aids

Learning to operate a 16mm film projector is part of a visual aids course now being arranged for night school students in British Columbia.

An instructor's manual for use in visual aids classes has already been prepared as a joint enterprise of teachers, film council officers and National Film Board staff. The manual consists of 13 lectures dealing with most aspects of visual teaching. It provides for teaching both the theory and practice of using films, filmstrips, slides and other pictorial materials.

The main objective of the night school course is to improve the standards of projection and utilization of visual aids. Practical and written tests are included in the course which has already been approved by night school superintendents in six communities.

Our School Children's Health—Colour Motion Pictures—Associated Screen News—Showing by Request

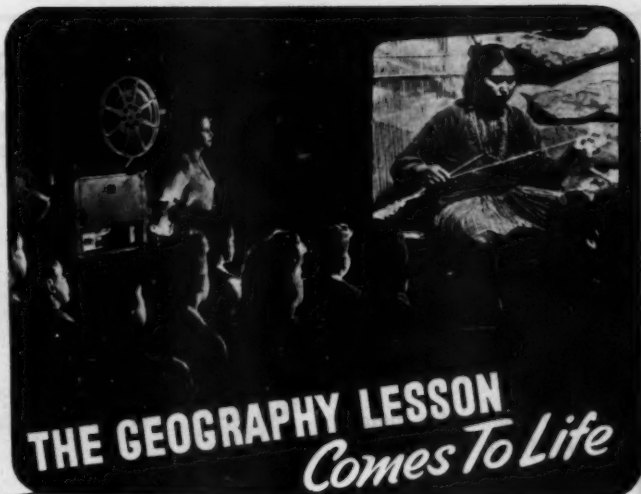
This is a true story about Canadian children told in a two-reel sound and colour motion picture produced by Associated Screen Studios for the Life Insurance Companies operating in Canada. It is the first motion picture to be jointly sponsored by the Canadian Education Association and the Canadian Public Health Association.

In 1945 the Canadian Education Association and the Canadian Public Health Association jointly organized and sponsored a National Committee for School Health Research to investigate factors which might affect the health of school children and endeavour to determine the cause of days lost from school. The Committee at its first meeting employed A. J. Phillips, Ph.D., to direct the investigation. The programme lasted for five years and covered 90% of all schools in Canada. Members of the Committee in all provinces found conditions in the schools which are detrimental to the health of growing children. Facts involving ventilation, lighting, heating, water and sanitary conveniences were made public in the form of booklets. Over 45,000 copies were distributed to health and education authorities across Canada.

The survey revealed deplorable conditions in school environment. Although many large urban schools were found to be far below standard the greatest need for attention and action was found in the rural and semi-urban schools.

To meet this need the film concentrates upon the health problems of the small rural school. However, the conditions which the camera reveals can be found in many of the larger schools. Similarly the solution to these health problems and the recommendations of the Committee for School Health Research can be applied to many schools in Canada.

Financial support for the five years



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benograph

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study and for the production of the film was provided by the Life Insurance Companies in Canada.

No professional actors appear in the film. All participants are teachers, pupils, school board members and people of the community. All are volunteers who help bring a message to the people of other Canadian communities.

This spirit of helpfulness is best exemplified by the people who take part in the closing scenes of the picture. To re-enact their rate-payers meeting for the cameras, they turned out in a body one winter's evening. Some journeyed two and three miles in a blizzard and all remained until after midnight so

that their story could be told. A story which they hope will motivate other communities to do what is best for Our School Children's Health.

Aldis Film Slide Projector for 25-cycle Current

Arrow Films Limited of Toronto announce the availability in Canada for the first time in high brilliance of a new Aldis film slide projector for areas using 25-cycle electric current. It is equipped with 750 watt lamp. Schools in 25-cycle areas have long needed a projector of this type and should write for full particulars to Arrow Films Limited, 214 Adelaide St. W., Toronto.

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3. New hammer-tex metallic grey finish.
4. Streamlined heavier stand for greater classroom strength.



THE LUCKETT LOOSE LEAF, LIMITED

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New Beseler Opaque Projector

A new Beseler opaque projector called the Vu-Lyte is announced as the latest addition to the Beseler line of visual aid equipment. It is claimed that the newly developed Vu-Lyte heralds a new era of projector efficiency, economy and convenience. It is claimed to give more light, weighs less, is easily portable, more compact and easier to operate than previous models.

The Vu-Lyte will accommodate full size 8 1/2" x 11" pages vertically or horizontally, the actual opening of the projector being 10" x 10". It is equipped with vacuumatic, Feed-O-Matic, Pointex, with an anastigmat coated lens, providing exceptionally clear, crisp images over the whole screen. The construction is sturdy aluminum casting in combination with sheet aluminum.

Full information and descriptive literature may be obtained by writing to the Visual Aids Department, Ryerson Press, Toronto.

RCA Junior Projector for Schools

RCA Victor announces a new junior projector particularly suitable for school work which is designed for greatly diversified applications in school lecture halls and classrooms and for audio-visual education programmes generally.

The RCA 400 Junior 16mm projector is an extremely portable equipment contained in a single case. The cover of the case houses the speaker, and is

used as carrying space for the reels, and reel arms. The power cable and speaker cable are permanently attached to the projector and are stowed in a convenient recess in the projector base. The case is of sturdy metal construction, covered with tough, heavy, elephant-grey coated fabric. This fabric is moisture and scuff resistant, and will withstand hard usage. The case is further reinforced by external hardware finished in highly polished chrome. The projector is beautifully styled and finished in a blue-green Hammertone with polished chrome and aluminum parts.

The RCA 400 Junior is claimed to be so easy to use that a high school student can learn to set it up and operate it after only a short period of simple instructions. The projector is further claimed to be virtually tamper-proof. Outstanding features include light weight in a single case, simple to thread, very quiet operation, fast and positive rewinding, sound and silent speeds that may be changed by a simple switch and public address use.

This projector is handled through the Visual Aids Department of the Ryerson Press, or full details may be obtained by writing direct to the RCA Victor office in Montreal.

Boston Colleges and Universities Announce New FM Station

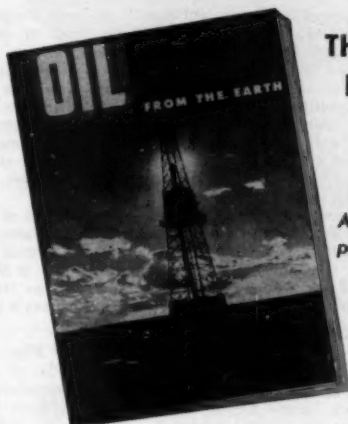
A new high-power non-commercial FM station for educational broadcasting,

which will bring to the people of New England full-length "live" performances of the Boston Symphony Orchestra as well as the cultural resources of Greater Boston colleges and universities, began broadcasting on Saturday, October 6th, at 8.30 p.m. with the first Saturday evening performance of the Boston Symphony Orchestra's 71st Season.

To inaugurate the new station, which has the call letters WGBH, the Boston Symphony Orchestra has joined with the Lowell Institute and the six colleges and universities of Greater Boston—Boston College, Boston University, Harvard, Massachusetts Institute of Technology, Northeastern University and Tufts College—which have been members of the Lowell Institute Co-operative Broadcasting Council since it was organized in 1946 to promote adult education by radio and television in the New England area.

The affiliation of the Boston Symphony Orchestra with the Council in this new FM radio venture will make available to New England listeners full-length "live" scheduled performances of the Symphony Orchestra for the first time since 1926.

This new radio station will be the only one of its kind in the United States in which a major symphony orchestra is collaborating with a group of colleges, universities and other cultural institutions to offer a programme for all groups in the community.



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Here is the story of oil, how it is found, how it is extracted from the earth and how it is refined into hundreds of useful products. Originally published in the *Canadian Geographical Journal*, it has been revised and brought up to date. Illustrations make up more than half the booklet. While it deals with the world picture, "OIL FROM THE EARTH" is mainly concerned with the recent growth of Canada's petroleum industry and its importance to the nation.

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MANUFACTURERS & EQUIPMENT NEWS

Cenco Opens Sales Office in Ottawa

Central Scientific Company of Canada Limited has opened a Sales Office in Ottawa at 130 Sparks Street. For the past sixteen years, Cenco has served the Scientists, the Research Workers and the Teachers of Science in Ottawa and the Ottawa Valley District through the Ontario Hughes Owens Company.

The new Sales Division will expand Cenco services in this area and make them directly available to all users of scientific instruments, laboratory apparatus, reagent chemicals and educational equipment and supplies.

Cenco offers a unique service. It not only makes available a large list of laboratory apparatus but also supplies, through its Hendry Division a complete line of Unit Stainless Steel Laboratory Furniture of Canadian design and manufacture. This is supplemented by custom-built laboratory furniture of

wood, Canadian-made school furniture of the latest design, and a complete listing of educational supplies for all grades from kindergarten through college.

John H. Ferguson has been appointed Manager of the new Cenco Ottawa Sales Division. He will be assisted by Miss J. L. Low. Both Mr. Ferguson and Miss Low served Cenco's many clients while with the Ontario Hughes Owens Company.

Mr. Ph. Soubliere will continue in his present capacity as the Cenco Representative for French-Canadian clients.

Head office of Central Scientific Company of Canada Limited is at 146 Kendal Avenue, Toronto. Branch offices are located in Montreal and Vancouver and now the Ottawa office is added to the Company's national service.

Mobile Kardex Unit

The new Remington Rand Mobile Kardex is used to house guidance, personnel, inventory, budget and all other Visible records. Its great advantage



The Mobile Kardex Unit in Use

is that it can be moved directly to the point of use and can be posted or referred to with a minimum of effort. The principal or guidance officer can readily refer to all records directly at his desk instead of having to get up when data is required. All records in Mobile Kardex are visible, for faster use, and all writing and transcription are done at comfortable working level.

Equipped with ball bearing, hard rubber casters, Mobile Kardex can be moved right to the person needing information. The unit can be easily rolled into the vault for overnight storage if desired. Where mobility is not required, Mobile Kardex can be provided with a stationary angle base. Remington Rand Ltd., 199 Bay Street, Toronto.

New Fire Alarm Equipment

Edwards of Canada Limited, well-known manufacturers of fire alarm and public address equipment for schools, announce a new Edwards fire alarm based on a coded box system which instantly reports to the proper authority where the fire is. The location of the fire is shown as the alarm sounds helping guide the quick and effective evacuation of schools with personal supervision and avoidance of the danger area.

The new fire alarm box provides not only the safety factor, but is attractive and modern in appearance. It is fire engine red with contrasting metal bands and may be obtained finished in any colour to blend with new or remodelled buildings. The system is simple to service and inspect, and economically priced.

Write for full information to Edwards of Canada Limited, Montreal.

A New "National" Adding Machine

The National Cash Register Co. of Canada Limited announces a new adding machine designed to produce more work with greater accuracy and with less time and effort. The new National adding machine, backed by National's sixty-seven years' experience and representing years of research, is claimed to have time-and-effort-saving features never before combined in one machine. Its superiority is said to be due mainly to the many things it does automatically. What a machine does automatically the operator cannot do wrong, and thus it promotes accuracy. At the same time, what a machine does automatically, the operator does not have to do at all and that saves both time and effort. Schools are invited to obtain further information and illustrated folders by writing to National Cash Register Co. of Canada Limited, Toronto.



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MOYER'S MODERN TUBULAR CHAIR

The latest addition to our very popular line of Tubular School Furniture. As in all other models we have concentrated on four special features:

FLEXIBILITY	—	DURABILITY
ECONOMY	—	APPEARANCE

- Easily movable for group study or quick cleaning.
- Their compactness permits maximum seating capacity per room. No complicated adjustments necessary.
- The tubular steel frame is welded into a single integral unit and is virtually indestructible.
- There is proper seat-to-desk relationship assuring perfect posture and absolute comfort.
- The rubber insulated glides reduce noise.
- The large study tablet and roomy bookrack make this an ideal desk for comfort, durability, and attractive appearance.
- Particularly suitable where the Rotary system of classes is used.

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Boice-Crane Jointers

Welded, all-steel construction is employed in the new 6 and 8 inch jointers recently introduced. The use of steel in the construction permits longer fences and longer tables as well as additional strength and accuracy. The new machines are rugged and will stand rough usage while being accurate enough for fine cabinet work. The use of steel also reduces the weight of the machine.

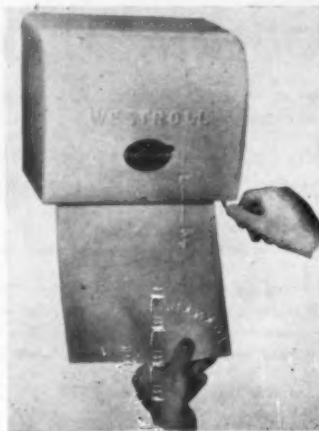
The tables are undergirded the full length and there are no overhanging ends. The longer table provides adequate support for narrow rabbetting on wide stock. The tables also feature a new, quick micrometer-accurate knife-setting system for smoother operation and better finish. A special ground steel bar is employed as a positive setting stop. The jointers have full length, front-adjusting, double locked fences made rigid by box-type steel main member and double locks. Write for full particulars to James T. Donnolly Co. Ltd., 321 King St. W., Toronto.

New Economical Paper Towel Dispenser

Westroll Paper Towels and Dispensers are claimed to save towel users 33-1/3 per cent., according to tests made under actual operating conditions in industrial and institutional installations. Tests showed that the average person uses only 17 inches of Westroll

Towels against 22 inches or more of interfold and other types of toweling.

Economy of use is attributed in part to the advanced design of the dispensing unit which incorporates a stainless steel crank enabling the user to wind



Westroll Paper Towel Dispenser

out only the amount of toweling he needs. This functional Micromatic Cabinet, of stainless steel construction with a glossy baked-enamel surface for easy maintenance, is available in

three models gauged to meet specific requirements depending on the amount of traffic involved in any particular washroom. Statistics show that, by reducing the indiscriminate use of towels, costly wastage is held to a minimum, which also causes less litter in washrooms, thus effecting additional economies by reducing janitorial service requirements.

Claimed by the manufacturer as the most economical type of paper towel available, Westroll towels are packed 16 rolls to the case, providing the equivalent of approximately 10,000 single sheet dryings.

For additional information on Westroll Dispensers and paper toweling, write West Disinfecting Company, 325 Dalesford Road, Toronto 4, or 5621 Casgrain Avenue, Montreal, Que.

New Home Sewing Machine for Schools

New Home Sewing Machines will soon be available in Canada for school Home Economics Departments. A feature of the New Home school programme is the offer of stitching charts free to schools on request. Seven million of these charts were distributed in the schools of the United States last year, and it is expected that they will prove equally useful and popular in this country.

For full information and illustrated folder write New Home Sewing Machine Company (Canada) Limited, 43 Yonge Street, Toronto, Ont.

"Wisdom is never dear, provided the article be genuine"

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NO. 760 TABLE has square-tube legs, steel apron and Formaloid top, stainless steel banded. Size range from 30" square to 36" x 72"; Plastelle enamel finish in full color range.

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Strong non-adjustable stool; seat 14" diameter with Masonite panel; Plastelle enamel finish. Heights: 18", 20", 22", 24", 26", 28", 30" and 32". Case-hardened floor glides.



No. 515 STOOL

All-steel seat with Masonite insert; adjustable backrest; legs adjust in 1" intervals from 17" to 24", or from 24" to 32". Plastelle enamel finish; case-hardened floor glides.



No. 713 SIDE CHAIR

Royal square-tube with upholstered Flex-spring seat 16" wide x 15" deep and padded back. Plastelle enamel finish. Also available with air-cushion seat as No. 712.



No. 1123 STACKING CHAIR

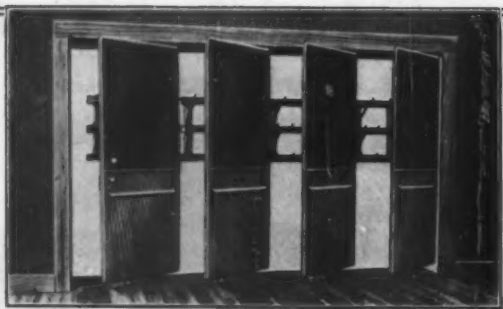
All-steel welded construction. Saddle-shaped steel seat with rolled-under edges; comfort-shaped steel back; finished in Plastelle enamel; hard rubber tips on legs.



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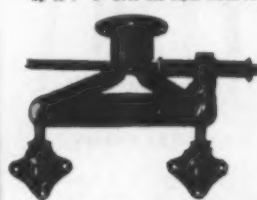
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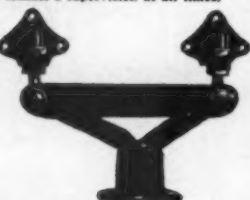
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New Drill Press Manual

"How to Run a Drill Press" is the title of a new manual, for shop men, recently announced by South Bend Lathe. As its name implies, this book has been prepared as a companion to the Company's best seller, "How to Run a Lathe", for many years one of the most popular books on lathe operation.

Devoted exclusively to the small sensitive-type drill press, this book contains a wealth of practical information of value to the experienced machinist as well as the beginner. The section covering care, operation, and maintenance includes illustrations giving the name and function of all important parts and correct adjustment of each unit. Detailed instructions and crystal clear illustrations take all the mystery

out of grinding the drill point so it will cut properly.

Best methods for mounting and removing chucks and tools are explained and many paragraphs are devoted to best practices for laying out and setting up work. Although intended primarily for metalworking shops, the book includes many special classes of work including boring and sanding wood parts, drilling through glass, polishing and buffing, surface finishing, use of mortising attachment, vise, etc.

"How to Run a Drill Press" contains 32 pages size 5 1/2" x 8", and more than 75 illustrations. It can be secured by writing A. R. Williams Machinery Co. Ltd., 64 Front St. W., Toronto. Price is 25c postpaid.

Sample copies will be sent free of charge to Vocational Directors and Instructors. Quantity prices will be quoted on request.

Plumbing and Heating Equipment for Schools

Plumbing and heating equipment for schools is described and illustrated in a new catalogue-type booklet published especially for schools by Crane Limited. The equipment described in the booklet includes lavatories, showers, drinking fountains, heating equipment and water heaters of the well-known Crane plumbing line. School officials may obtain copies of this useful booklet by writing to Crane Limited, Beaver Hall Hill, Montreal.

How to Give Students and Budgets a Break

This is the title of an illustrated folder telling the story of Armco Steelox school buildings. It is issued by Armco Drainage & Metal Products of Canada Limited, and describes how these buildings can be erected economically and extended easily to meet changing conditions or dismantled and moved to new locations without loss of material. The safety features of Steelox school buildings are also described.

A copy of this interesting bulletin may be obtained by writing to Armco Drainage & Metal Products of Canada Limited, Guelph, Ontario.

Sound Conditioning for Schools and Colleges

Sound Conditioning for Schools and Colleges, published by the Celotex Corporation, well-known manufacturers of Celotex acoustic tile, provides much useful information of special interest to schools. Particular sound problems of specific areas such as corridors, auditorium, cafeteria, music room, typewriting room, classroom, gymnasium and administrative offices are discussed and many illustrations provided.

Copies of this booklet may be obtained by writing to Dominion Sound Equipments Limited at the head office in Montreal.

New Reciprocating Air Sander

A new pneumatic reciprocating sander is announced by the Detroit Surfacing Machine Company. This company has manufacturer electrically powered Detroit Easy Finishers for the past fifteen years.

The new model operates with the same straight-line, reciprocating action that has always been featured in all model Easy Sanders. The company claims this action is highly desirable on many types of work as it permits sanding up to right angles and does not cut abrasive patterns. The unit is light in weight, weighing less than six pounds. A well designed grip provides for comfortable one-hand operation. For the convenience of the operator, there is also a front handle that is very comfortable for overhead and other awkward applications.

It is claimed that this unit is practically free of vibration. Efficient operating speed is maintained with air pressure of 70 pounds.

It is a full size, sanding, rubbing and polishing machine, taking one-third of a standard 9" x 11" sheet of abrasive paper. Abrasive paper cut to size 3-2/3" x 9" is available from most abrasive manufacturers. Another feature is an entirely new type of abrasive holder, insuring ease in attaching even the coarsest abrasive grits 1 1/2 (40) paper of cloth back.

For descriptive literature, write A. R. Williams Machinery Co. Ltd., 64 Front St. W., Toronto.



Slater Manual Training Benches in use at Dalewood School—Hamilton.

The Kiln-dried hardwood top is 21" x 40". Tool slots across one side keeps chisels, saws, etc., within easy reach. Two vises with metal jaws 4" x 7" each have hardwood face-plates. These are flush with bench surface projecting $\frac{1}{4}$ " above metal as protection for tool blades. The frame up-rights are 4 structural steel angles that can be mounted to floor. For high schools the benches are 33" high. For grade schools benches are 30". Write for further details and prices.

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SCHOOL PROGRESS

Editorial and Business Offices

57 Bloor Street West

Toronto, Ontario

SCHOOL PROGRESS



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